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AUTHOR	Jones, G. Brian; And Others
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ABSTRACT

This study synthesizes evidence on the realignment of practical career guidance, counseling, and placement that has occurred since 1968 for noncollege-bound students. This study examines and classifies 13 guidance programs according to whether they emphasize vocational choice, vocational development, employability development, or placement and follow-up. The second section of the report specifies factors related to the integration of practical career guidance for noncollege-bound youth. The final section provides a model for systematic planning, structuring, and evaluating of career guidance, counseling and placement for this student population with an emphasis on the importance of self-concept in vocational development, the model consists of content evaluation, input evaluation, process evaluation, and product evaluation. The report also offers a taxonomy of indirect, shared, and direct functions of students, teacher, and counselors for stimulating and maintaining student responsibility for vocational and career development. (Author/LAA)

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FINAL REPORT

Contract No. OEC-0-72-4986

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Planning, Structuring, and Evaluating Practical Career Guidance for Integration by Noncollege-Bound Youths

Executive Summary

G. Brian Jones
David V. Tiedeman
Anita M. Mitchell
Waldemar R. Unruh
Carolyn B. Helliwell
Laurie H. Ganschow

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Youth Development Research Program
American Institutes for Research
in the Behavioral Sciences

Palo Alto, California

June, 1973

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Executive Summary

a. Project Orientation and Products

In 1972, the U.S. Office of Education (USOE) contracted with the Youth Development Research Program of the American Institutes for Research (AIR) to synthesize evidence on the realignment of practical career guidance, counseling, and placement that has occurred since 1968 for noncollege-bound students. In commissioning this work, the USOE first declared that the public accepted the need for practical career guidance and counseling. The Office next argued that in 1968 "...students needing vocational guidance and counseling assistance and school placement services rarely received them." (RFP 72-42, p. 1.) Finally, the Office claimed in 1972 that "...current reports indicate that the needs of noncollege-bound students have still not been met." (RFP 72-42, p. 1.)

Three products resulted from this project. In furnishing the first product, Practical Career Guidance, Counseling, and Placement for the Noncollege-Bound Student: A Review of the Literature, Ganschow, Hamilton, Helliwell, Jones, & Tiedeman[1] accepted the Office's assumptions about the current need for practical career guidance, counseling, and placement for noncollege-bound students and investigated the dimensions of the realignment required to satisfy the identified need.

Thirteen practical career guidance, counseling, and placement programs were selected during the second phase of the AIR project. In this phase, USOE asked AIR to canvass for programs that had existed for at least one year, entailed at least part of the desired alignment, and seemed to be working effectively with some use of explicit planning and evaluation procedures. A report has been written on each of the 13 programs identified in the table on the next page. These reports are published as a series, Case Studies in Practical Career Guidance.

Some aspect of each of these cases is used to illustrate application of one or more elements of the planning and evaluation model which is described in this project's third product--the final report--summarized in this document. This model provides an alternative, partial response to the final recommendation of the literature review mentioned above:

> If guidance systems are to be realigned to meet genuine needs of youths as conceived by the authors, there is a major need for rigorous program development. The potential to conduct such development and evaluation requires explicit, clearly defined, and measurable program objectives and an accurate knowledge of the practical and political context in which judgments concerning achievement of these objectives must be made. Then, data generated by a program must be: correlated with these objectives, as specifically related to the behavior of members of the target population; collected accurately; presented in an easily interpretable form; and provided in time to be used by decision-makers at all levels with a means to evaluate cost-benefits and cost-effectiveness.

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[1] Ganschow, Laurie H., Hamilton, Jack A., Helliwell, Carolyn B., Jones, G. Brian, & Tiedeman, David V. Practical Career Guidance, Counseling, and Placement for the Noncollege-Bound Student: A Review of the Literature. Palo Alto, California: The American Institutes for Research, 1973.

Kind, Name, and Location of Program	Program Content*			
	Instruction about Occupations	Repeated Educational and Occupational Choices	Instruction in Employability	Placement and Follow-up Services
Vocational Choice				
Career and Educational Planning - San Jose, California	1	2		
Career Guidance Program - Hood River, Oregon	1	2		
Computerized Vocational Information System - Villa Park, Illinois	1	1		
Guidance Program - Kimberly, Idaho	1	1		
Vocational Development				
Career Development Center - Fullerton, California	1	1		2
Developmental Career Guidance - Detroit, Michigan	1	1	1	2
Coordinated Vocational & Academic Education - Suwanee, Georgia	1	1	1	2
Employability Development				
Occupational Learning Center Program - Syracuse, New York		2	1	2
Youth Career Action Program - San Jose, California		2	1	1
Employability Development Team - Cleveland, Ohio		1	1	2
Placement and Follow-up				
Vocational-Technical Center and Placement Office - Adrian, Michigan	2		2	1
Job Development Program - Cleveland, Ohio			2	1
Placement and Follow-up Program - Baltimore, Maryland			2	1

*1 signifies primary emphasis; 2 signifies secondary emphasis.

b. Factors in the Integration of Practical Career Guidance by Noncollege-Bound Youths

USOE, in requesting this project's literature review suggested that a rudimentary practical career guidance system for noncollege-bound youths should include the following elements:

1. An assessment of the practical career guidance needs of women, minority students, and students from low income families.

2. Placement and follow-up services which promote school accountability and enhance the relationship of the school with business, industry, and other agencies providing jobs for students.

3. Cost-effective use of computers and other media, methods, and materials providing practical career information.

4. Employment of counselors who are able to provide the practical career guidance needed by the noncollege-bound.

5. Employment of personnel with work experience and paraprofessionals who, with appropriately trained counselors, are able to bring practical career information and activities to the noncollege-bound.

6. Alignment of the functions of guidance and counseling personnel to incorporate all the effects of the above.

The above parts do not form a comprehensive guidance system. Each school desiring to fashion a complete system to fit its own circumstances must use a systematic planning-evaluation process that can be applied to program design and youths' career planning and development. The final report, in providing schools with a model for this process, identifies two factors that must be incorporated in any application of that or similar models.

The first resource is an outline for integration of vocational and career development into career guidance. Super's[1] theory of self-concept in vocational development is given central position in the outline. Vocational self-concept in the vocational area of career refers to the position that a person wants to be accorded at work. According to Super, the vocational self-concept goes through stages of exploration, establishment, maintenance, and decline during the ages from 15 to death. Ginzberg, Ginsburg, Axelrad, & Herma[2] elaborate the theory to incorporate fantasy and tentative and realistic stages in the period from birth to young adulthood. In the realistic stage, the theory of Ginzberg, et al., articulates with that of Super through their substages of exploration, crystallization, and specification.

The report suggests a vocational guidance system in which the vocational self-concept can be fostered. Reference is first made to a list of intents, grade levels, curriculum strategies, and student outcomes for a developmental

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[1] Super, Donald E. The Psychology of Careers. New York: Harper, 1957.
[2] Ginzberg, Eli, Ginsburg, Sol W., Axelrad, Sidney, & Herma, John L. Occupational Choice: An Approach to a General Theory. Newark: Columbia University Press, 1951.

vocational guidance program. These resources are then expanded into both a list of desired student outcomes for the vocational area of career development through the curriculum and the following strategies for life-oriented career development:

1. Orientation and awareness (primary years)

2. Pre-vocational self-exploration experiences (intermediate or middle school years)

3. Vocational exploration (8th or 9th grade)

4. Vocational information program (9th - 12th grades)

5. Exploratory occupational information interviews (11th - 12th grades)

6. Vocational contracts with counselor or teacher-counselor (11th - 12th grades)

7. Exploratory work experience (10th - 12th grades)

8. Career and vocational development instruction in conjunction with the regular curriculum (7th - 12th grades)

Since self-examination leads to self-knowledge, the report indicates the relationship among students, teachers, and counselors which must be maintained in order to ensure the process of self-examination in career development. A taxonomy of indirect, shared, and direct functions of students, teacher, and counselors is offered for stimulating and maintaining student responsibility for vocational and career development.

The second resource is a summary of basic assumptions and concepts underlying the approach to a comprehensive career guidance system. The following six assumptions provide the framework for that system:

1. Guidance, counseling, and placement programs must take the major responsibility in education for helping to develop and protect the individuality of students.

2. Guidance, counseling, and placement programs must help each student to be a problem solver.

3. Guidance, counseling, and placement programs must be based on students' needs and must serve <u>all</u> career-related needs of <u>all</u> students in each academic level.

4. Guidance, counseling, and placement objectives and procedures must be integrated into the basic instructional process of the school.

5. A comprehensive guidance system must involve both developmental and prescriptive help for student problems.

6. A responsive guidance system requires repeated experimentation and rigorous evaluation including continued investigation of cost-effectiveness, cost-efficiency, and cost-benefits.

The authors define "career" as life development in the areas of occupation, education, personal and social behavior, learning how to learn, social responsibility, and leisure. In this context, career education should encompass all possible patterns of personal choice related to each student's total life style. Guidance, not counseling, is the generic term. It includes instruction, counseling, evaluation, and support procedures (including placement and follow-up) based on individual planning and development needs of youths. Students must be helped to comprehend their needs as discrepancies between current and desired statuses so they can themselves develop careers within career education. Individual planning should be used as the major means of attaining the goal of helping youths learn about and take responsibility for their career behavior.

Programs required for integration of career guidance by students must be ones in which purposeful action can be practiced and perfected under constructive criticism. Career, particularly the personal guidance system that the individual is using to guide his career, emerges in the exercise, discussion, and practice of purposeful action sufficiently often that the individual masters what drives him and thus comes to master himself. Such mastery comes in comprehension of an individual planning-evaluation model such as the one introduced below.

c. A Planning, Structuring, and Evaluating Model for Integration of Practical Career Guidance by Noncollege-Bound Youths

There is no intent here to suggest that guidance services should become so systematized that the individual is lost. On the contrary, the usefulness of a model is at least partly determined by its utility in the production of alternative procedures for specific groups and individuals within any target population.

The following model has several essential ingredients consistent with the Stufflebeam et al., (1971) evaluation approach[1] which is designed to operate so that each phase provides feed-forward for the next phase and feedback for refinement of preceding phases.

1. C = context evaluation provides information for basic planning decisions involving characteristics of the general target area and population(s), general needs and goals statements, and desired outcomes.

2. I = input evaluation specifies information for structuring decisions related to the actual target population(s) or sample(s), alternative procedures for dealing with selected target groups, and criteria for program selection and evaluation.

3. P = process evaluation presents information for making implementation decisions regarding selected procedures and methods for evaluating them, schedule of activities, resources, and personnel to be used, and the method for collecting and analyzing process evaluation data.

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[1] Stufflebeam et al., Educational Evaluation and Decision Making. Itasca, Illinois: Peacock Publishers, 1971.

4. P = product evaluation organizes information for proactive and reactive decisions based on cost-effectiveness and cost-efficiency evidence collected through summative evaluation.

While the CIPP evaluation approach provides the skeleton for structuring and evaluating a career guidance system, it does not include the substantive procedures for developing, implementing, evaluating, and revising all parts of such a system. This information is provided by a systematic model developed over the last five years by AIR. This model can be used to extend the CIPP approach. Resources and activities involved in applying this model are listed in terms of product and process objectives. Product objectives state the desired accomplishments of program planners. Process objectives state the planning activities that planners must conduct in order to bring about the results specified in each product objective. Four sections of objectives are presented; each section focuses on one of the four CIPP phases. Each section is briefly introduced by comments related to that approach. Summarized to the right of each set of objectives are aspects of selected career guidance, counseling, and placement programs that illustrate the objectives. Program planners might find these helpful in accomplishing their planning activities.

Seventeen product objectives form the framework of the planning-evaluation model presented. These objectives can be summarized by the following titles divided into the four CIPP phases. Each title is followed by the page numbers on which the corresponding product objective and its related process objectives are presented in the Final Report. This list should assist readers who wish to access a certain part of the planning model.

. Planning Decisions and Context Evaluation — Page 3-4

1. Definition of Purposes — Page 3-5
2. Designation of the Target Population(s) — Page 3-6
3. Assessment of Current Context and Programs — Page 3-8
4. Desired Outcome Assessment — Page 3-10
5. Identification of Needs — Page 3-13
6. Summary of Goal Statements and Student Outcomes — Page 3-14

. Structuring Decisions and Input Evaluation — Page 3-17

7. Specification of Each Program's Participants and Objectives to be Implemented Immediately — Page 3-18
8. Alternative Procedures for Helping Students Achieve Objectives — Page 3-20
9. Selection of Procedures for Each Program — Page 3-22
10. Preparation and Distribution of Summary for Each Program — Page 3-25

. Implementation Decisions and Process Evaluation — Page 3-26

11. Statement of Procedural Objectives and Implementation Strategies — Page 3-27
12. Documentation and Clearance of Field Test Evaluation, Schedule, and Costs — Page 3-30
13. Staff Selection and Competency Development — Page 3-31
14. Preparation of Field Test Site(s) — Page 3-33
15. Conducting Process Evaluations — Page 3-34

. Proactive and Reactive Decisions and Product Evaluation Page 3-36

16. Conducting Product Evaluations of Cost-Effectiveness Page 3-37
17. Conducting Product Evaluations of Cost-Efficiency Page 3-39

The model stands as a blueprint for planning, structuring, evaluating, and revising interventions. The program design aspect of the model is described first and followed by suggestions of how the model can also be used to help individuals plan for and meet their own needs as follows:

1. Context evaluation in which the individual makes preliminary judgments about what he wants to achieve.

2. Input evaluation in which the individual specifies his objectives in detail, categorizing and ranking them as well.

3. Process evaluation in which the individual carries out his proposed activities judging his progress as he proceeds.

4. Product evaluation in which the individual applies the principles of summative evaluation in a feed-forward and feedback system to determine where he is going and what he achieved.

This process is the basic process in self-initiating, self-correcting, and self-motivating living. When each youth applies this model repeatedly and assiduously to his own decisions, he integrates practical career guidance, whether or not he is noncollege-bound. In this way. he becomes purposeful. When the individual and the process of purposeful action integrate and become one, the individual becomes master of himself and of his career. His career guidance, counseling, and placement programs have become individualized, personal, and capable of operation at will.

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CG 008 140

AMERICAN INSTITUTES FOR RESEARCH
Post Office Box 1113 / Palo Alto, California 94302

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Office of Education
Office of Planning, Budgeting, and Evaluation

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Chapter 1

REALIGNMENT OF PRACTICAL CAREER GUIDANCE

a. Introduction

In 1972, the U.S. Office of Education (USOE) contracted with the Youth Development Research Program of the American Institutes for Research (AIR) to synthesize evidence on the realignment of practical career guidance, counseling, and placement that has occurred since 1968 for noncollege-bound students. In commissioning this work, the USOE first declared that the public accepted the need for practical career guidance and counseling. The Office next argued that in 1968 "...students needing vocational guidance and counseling assistance and school placement services rarely received them." (RFP 72-42, p. 1.) Finally, the Office claimed in 1972 that "...current reports indicate that the needs of noncollege-bound students have still not been met." (RFP 72-42, p. 1.)

In providing one of the desired products, Practical Career Guidance, Counseling, and Placement for the Noncollege-Bound Student: A Review of the Literature, of the AIR contract, Ganschow, Hamilton, Helliwell, Jones, & Tiedeman[1] accepted the Office's assumptions about the current need for practical career guidance, counseling, and placement for noncollege-bound students and investigated the dimensions of the realignment required to satisfy the identified need. USOE made the first step in determining the dimensions of needed realignment by stipulating six hypotheses that served as the review's outline. The first five of these hypotheses define conditions and needed realignments in the following terms:

1. Women, minority students, and students from low income families have not obtained occupational information and assistance in relating their abilities and interests to career options and specific skills training programs.

2. Placement services operated within the school improve school accountability, and promote and enhance the relationship of the school with business, industry, and other agencies providing jobs for students.

3. Current experiments with computerization of information for counseling and guidance purposes do not appear to be cost-effective; other media, methods, and materials must be developed to provide career information.

4. The education and training of guidance counselors have not prepared them to perform the practical career guidance and counseling needed by the noncollege-bound.

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[1] Ganschow, Laurie H., Hamilton, Jack A., Helliwell, Carolyn B., Jones. G. Brian, and Tiedeman, David V. Practical Career Guidance, Counseling, and Placement for the Noncollege-Bound Student: A Review of the Literature, Palo Alto, California: American Institues for Research, 1973.

5. Credentialing requirements inhibit employment of personnel with work experience and paraprofessionals who might be able to bring practical career information and activities to the noncollege-bound.

Since the major purpose of the review was to provide an opportunity for individual assessment of the extent to which career guidance, counseling, and placement functions have been realigned since 1968, USOE concluded with a sixth hypothesis:

6. The functions of guidance and counseling personnel working with non-college-bound students have not been realigned to provide practical career guidance.

In summary, the literature related to these hypotheses indicated that: (1) the needs of women, minority students, and students from low income families are being only partially met; (2) there is no evidence in the literature that school placement services promote both school accountability and effective relationships with the business community; (3) the cost-effectiveness of computers and other media in guidance and counseling has not yet been ascertained; (4) counselors probably are educated in practical career guidance, counseling, and placement if recommendations of counselor educators have been followed, but many counselors still exhibit identifiable deficiencies such as limited knowledge of work situations outside schools; and (5) employment of paraprofessionals is inhibited by conditions (e.g., lack of role differentiation and definition) other than credentialing requirements. These findings as well as those specifically considered in relation to the realignment hypothesis point up the fact that guidance and counseling personnel functions generally have not been fully aligned to provide practical career guidance for noncollege-bound students. Some schools are making preliminary efforts in this direction. Some programs reported in the literature and investigated in other phases of this project had strong components but none had a comprehensive, well-integrated career guidance system with strong components in all areas of career planning and development and empirical evidence on their impact. National priorities on identifying the academically talented were developed in the late 1950s. Money was made available, and state plans were established in line with those priorities. It now appears that different priorities are emerging but changes in the allocation of time and resources have not yet been made to any appreciable degree.

In conducting and reporting the literature review phase of the AIR project, the AIR staff also reviewed the literature with the following four hypotheses in mind:

1. The target student populations (including noncollege-bound students) have been clearly delineated, and their priority career guidance, counseling, and placement needs have been identified.

2. Program product objectives have been stated in terms of measurable student outcomes derived from priority youth career guidance, counseling, and placement needs.

3. Program process objectives have been stated in terms of instructional and counseling procedures and materials appropriate to assisting students to attain desired outcomes, and implementation strategies have been planned in terms of the counseling personnel services and school and community resources required to implement process objectives.

4. Program product objectives have been met, program process objectives have been achieved, and program implementation strategies have been employed as planned at an acceptable cost per students.

The literature indicated that these four hypotheses could not be accepted. Target populations are not clearly delineated in literature about guidance, counseling, and placement. Program product objectives are rarely stated, and they are almost never stated in terms of measurable student outcomes. Program process objectives are occasionally stated for the education of counselors, but counselors generally fail to state their own program process objectives for assisting students in attaining desired outcomes. A new round of recommendations on career eucation procedures and materials is now developing but those persons in guidance practice do not yet seem to be participating in that round.

The above conclusions on the four AIR hypotheses led to the following recommendation:

> If guidance systems are to be realigned to meet genuine needs of youths, there is a major need for rigorous program planning, structuring, and evaluation. This will require explicit, clearly defined, and measurable program objectives and an accurate knowledge of the practical and political context in which judgments concerning achievement of these objectives must be made. Then, data generated by a program must be: correlated with these objectives specifically related to the behavior of program participants; collected accurately; presented in easily interpretable form; and provided in time to be used by decision makers at all levels with a means to evaluate cost-benefits, cost-effectiveness, and cost-efficiency.

The third chapter of this report outlines a model for the specific planning, structuring, and evaluating of programs consistent with this final recommendation. The model is illustrated by parts of programs selected from across the United States.

Thirteen of these programs were selected during the second phase of the AIR project. In this phase, USOE asked AIR to canvass the country for programs in existence for at least one year in which at least part of the desired alignment had occurred and seemed to be working effectively with some use of explicit planning and evaluation procedures. As indicated in the Appendix, a thorough canvass was made through an extensive nomination procedure that led to the ultimate selection of these 13 programs for intensive investigation and report. Materials were solicited from nominated programs. The materials were first reviewed by staff and a panel of experts against the set of initial criteria, which are reported in the Appendix. Many of the criteria used are in the planning-evaluation model presented in Chapter 3. Programs most closely meeting these criteria in the judgments of staff and other experts were then further characterized systematically against a reporting form, which is also described in the Appendix. Programs were then reviewed by staff and the project monitor to arrive at the 13 finally visited. Geography, type of program, and judgments of a program's effectiveness that could be made from written literature affected the final selection. In general, both rural and urban programs were included. Curricular, media, career center, employability development, and placement programs were represented. Programs that employed paraprofessionals were favored when

other conditions permitted operation of that variable in the selection process.

The 13 programs categorized by type are briefly described below. A report has been written on each of these programs following the standard outline reported in the Appendix. These reports are published as the series, Case Studies in Practical Career Guidance. Some aspect of each of these cases is used to illustrate application of one or more elements of the planning and evaluation model reported in Chapter 3. In addition, these cases are discussed briefly in Chapter 2.

b. Programs Emphasizing Students' Vocational Choice

Career and Educational Planning
Pioneer High School, San Jose, California
Director: Mr. Cornelius Hospers

The purpose of the CEP program, a nine-week course at Pioneer Senior High School in San Jose, California, is to help students assess their personal characteristics, study career opportunities, and set tentative long-range goals. It is a good example of a long-lasting impact by federal funds on a school. The program has developed from an experimental research project into an independent program run by the local school. Two other features are unique to this program: (1) a student needs assessment was conducted as part of the first step in designing the program and its results influenced program development and (2) formative and summative evaluations of the programs were conducted.

Career Guidance Program
Hood River Valley High School, Hood River, Oregon
Director: Mr. Lee Brittenham

The Hood River program is an integral part of the total school plan. The overall purpose of the program is to aid students in establishing realistic goals by providing necessary guidance and activities to carry out a flexible and individualized total school plan. Success of the program stems from the facts that the curriculum is organized around 17 career clusters. Progress with the curriculum is based on demonstrating achievement of performance objectives written for modules of the 17 career clusters. All staff members, including administrators, counselors, and teachers, receive special training in the area of guidance and are responsible for guiding students through their career cluster requirements.

Computerized Vocational Information System
Willowbrook High School, Villa Park, Illinois
Director: Dr. JoAnn Harris

CVIS uses the computer as a tool to help each student explore a wide range of occupations and educational opportunities with some feedback from his own record of ability, achievement, and interest. Computer-based guidance

systems are considered a unique approach in the guidance and counseling field. CVIS is of particular interest because it is the most comprehensive system performing not only a guidance function but also including counselor and administrative functions and computer-assisted instruction, thus making the program more cost-effective. It has had a large number of student users and a long use span. It is operating at 22 other institutions and has been distributed to an additional 32 institutions. A unique and practical feature is that the system is easily transportable. School districts in all parts of the country have implemented the system and have formed a consortium to assist one another in updating, revising, and extending the system as well as validating available evaluation data on CVIS.

Kimberly Guidance Program
Kimberly High School, Kimberly, Idaho
Director: Mrs. Ella Hilverda

The Kimberly program is an example of the type that can be implemented in a small, rural school district. Teachers aid the one counselor by including career development units in their courses. The main goal of the program is to develop a model of a guidance program to serve students in grades K-12 that is developmental in nature and includes all aspects of the school.

c. Programs Emphasizing Students' Vocational Development

Career Development Center
Troy High School, Fullerton, California
Director: Mr. John C. Seelund

The Center is largely effective because of its variety and abundance of materials and resources. However, the unusual feature of the program is the Center's instructional course, "Life Decision Making." The course is an elective for juniors and seniors in the high school. The goal of the Center and its related course is to help students think about themselves and the direction that their lives will take and, in relation to this, to learn and participate in the decision-making process.

Developmental Career Guidance
Visited at Kettering High School, Detroit, Michigan
Director: Mr. Felix Sloan

The DCG project is a K-12 career guidance demonstration operating at three high schools and 18 feeder schools in the Detroit Public School District. At the high schools and each of the feeder schools, DCG, directed from Wayne State University, has centers from which students voluntarily can draw materials when they are seeking career-related information. The program provides students with a variety of project-related activities such as field trips, individual and small group counseling, career information assemblies, and a Negro History Week Program. Two purposes of the program are to: (1) increase student awareness of all phases of work and (2) help students develop a realistic and functional awareness of themselves as worthwhile human beings. A high degree of parent involvement and significant relationships with businesses and industries are unique features of the program.

Coordinated Vocational and Academic Education
North Gwinnett High School, Suwanee, Georgia
Director: Mrs. Ruth Gibson

CVAE is a statewide program administered with considerable local autonomy in approximately 125 high schools around the state. It serves underachieving students who are potential dropouts, providing them with career education through CVAE classes, interlocking career-related curricula in their academic courses, career and personal counseling, and work experience. Its goals are to develop positive attitudes toward work, other people, and the environment in unmotivated students and to keep potential dropouts in school and prepare them for work as contributing citizens.

d. Programs Emphasizing Employability Development

Occupational Learning Center Program
Syracuse City School District, Syracuse, New York
Director: Mr. Vincent F. Brennan

The Syracuse program is an alternative high school experience for young people who are academically or socially unable to cope with the regular high school program. The curriculum includes development of basic skills, vocational development, personal and vocational counseling, and job placement and follow-up. Each student works at his or her own pace on individual assignments to complete the requirements of the program, which include successful performance on a job. The program allows students to complete high school and develop career-related skills, thus preparing them for further education or for work.

Youth Career Action Program
San Jose Unified School District, San Jose, California
Director: Mr. Tom Guerin

YCAP is an example of a vocational/educational program that can be implemented within a large city in conjunction with a secondary school district. The YCAP Center provides a clearly designated place for hard-to-place young people--primarily those who are undereducated, economically disadvantaged, and have little concept of work and employer expectations--to come for highly individualized services relating to vocational and further educational development. The staff consists of counselors who provide basic guidance and referral services and teachers who instruct in remedial skills. The specific goal of YCAP is to be a focal point for school, government, and community efforts to aid the target population. The program annually helps at least 1,000 young people to prepare for entry into suitable jobs and plan for satisfactory careers.

Employability Development Team
Cleveland Public Schools, Cleveland, Ohio
Director: Dr. Donald Healas

The Employability Development Team program is a pilot program developed to meet the special needs of selected, dropout-prone students. An Occupational Adviser (counselor) and several paraprofessionals offer these students extensive counseling services, a work preparation course, and job placement. The general goal of the program is to reduce the annual influx of disadvantaged youths into the jobless labor pool by increasing their employment potential and encouraging them to remain in school.

e. Programs Emphasizing Placement and Follow-up

Lenawee Vocational-Technical Center and Placement Office
Lenawee Area Vocational-Technical Education Center, Adrian, Michigan
Director: Mrs. Paula Shirk

The Vo-Tec Center and accompanying Placement Office are a combined vocational school, work experience program, and placement service. Serving the 3,500 students in the 12 feeder high schools in the county, about half of whom attend the Vo-Tec Center, the Placement Office boasts 100% placement of students in a county with relatively high unemployment. The goals of the Placement Office are to assist area youths in their search for employment in occupations related to the fields for which they have been trained and to establish a communications center for all persons connected with any aspect of employment related to the Center.

Job Development Program
Cleveland Public Schools, Cleveland, Ohio
Director: Dr. Donald Healas

The Job Development Program in Cleveland is an alternative school program offering guidance and placement assistance to students seeking employment on completion of high school. The program emphasizes: (1) guiding students to make decisions about their career goals, (2) assisting students to develop and maintain basic skills needed for their career choices, and (3) finding jobs for all graduates at the job-entry level. Success of the program stems from the fact that there has been an increased commitment of surrounding industries to helping the program achieve its objectives.

Baltimore Placement and Follow-up Program
Baltimore City Public Schools, Baltimore, Maryland
Director: Miss Lillian Buckingham

The Baltimore program is unique in that it serves all students in the city's public secondary schools. It is available both to graduates and to those who drop out; the service may be used by a graduate or dropout for as

long as one year after he leaves school. Some effort is made to counsel students into considering jobs that are appropriate to their needs and abilities. Information about various work roles is provided through visiting speakers, class discussions, and instruction related to job interviews and applications. Goals of the program are to place students in jobs that are compatible with their abilities and interests and to coordinate students' work-study experiences in school.

In AIR's search for programs, several surfaced which appeared to be meeting the practical career guidance needs of noncollege-bound youths but which had not been in operation with students for at least one year. These programs could therefore not be considered for inclusion as case studies. However, several of these programs have been referenced in this final report and used to illustrate aspects of the planning and evaluation model. The following programs fall into this category:

1. Guidance Program
   Culver City Unified School District
   Culver City, California

2. Accountability for Counselors Project
   Mesa Public Schools
   Mesa, Arizona

3. California Accountability Model for Career
   Guidance Curriculum K-Adult
   Bureau of Pupil Personnel Services
   California State Department of Education
   Sacramento, California

4. Group Guidance Program
   Vocational Guidance Services
   Houston, Texas

5. "Nine to Five"
   Denver Public Schools
   Denver, Colorado

6. Occupational Specialists Training Program
   Division of Vocational, Technical, and Adult Education
   Florida State Department of Education
   Tallahassee, Florida

Chapter 2

FACTORS RELATED TO THE INTEGRATION OF PRACTICAL CAREER GUIDANCE BY NONCOLLEGE-BOUND YOUTHS

a. Introduction

The six USOE hypotheses that determined this project's literature review essentially define a possible practical career guidance program for a school system. The elements of the rudimentary system defined by the hypotheses include:

1. An assessment of the practical career needs of women, minority students, and students from low income families.

2. Placement and follow-up services that promote school accountability and enhance the relationship of the school with business, industry, and other agencies providing jobs for students.

3. Cost effective use of computers and other media, methods, and materials providing practical career information.

4. Employment of counselors who are able to provide the practical career guidance needed by the noncollege-bound.

5. Employment of personnel with work experience and paraprofessionals who, with appropriately trained counselors, are able to bring practical career information and activities to the noncollege-bound.

6. Alignment of the functions of guidance and counseling personnel to incorporate all effects of the above.

As illustrated by the 13 program summaries given in Chapter 1, the workable practical career guidance programs selected by AIR's screening emphasize vocational choice, vocational development, employability development, or placement and follow-up services. A vocational choice program provides instruction about occupations and offers repeated educational and occupational choices made in conjunction with counseling assistance. A vocational development program provides both of the two vocational choice elements and ordinarily goes beyond them to include instruction in employability. It may or may not include placement and follow-up. An employability development program goes beyond a vocational development program to give varying primary or secondary emphases to repeated educational and occupational choice and placement. A placement and follow-up program includes the functions of vocational choice and vocational development and gives secondary emphasis to employability development. Some programs also include instruction about occupations.

These four categories were used to group the 13 programs summarized in Chapter 1 and to display them in the chart on the next page. As indicated in the chart, only the vocational development programs come close to including all four of the functions associated with practical career guidance in the USOE hypotheses. Other programs include fewer of these functions. These case study

Kind, Name, and Location of Program	Program Content*			
	Instruction about Occupations	Repeated Educational and Occupational Choices	Instruction in Employability	Placement and Follow-up Services
Vocational Choice				
Career and Educational Planning - San Jose, California	1	2		
Career Guidance Program - Hood River, Oregon	1	2		
Computerized Vocational Information System - Villa Park, Illinois	1	1		
Guidance Program - Kimberly, Idaho	1	1		
Vocational Development				
Career Development Center - Fullerton, California	1	1		2
Developmental Career Guidance - Detroit, Michigan	1	1	1	2
Coordinated Vocational & Academic Education - Suwanee, Georgia	1	1	1	2
Employability Development				
Occupational Learning Center Program - Syracuse, New York		2	1	2
Youth Career Action Program - San Jose, California		2	1	1
Employability Development Team - Cleveland, Ohio		1	1	2
Placement and Follow-up				
Vocational-Technical Center and Placement Office - Adrian, Michigan	2		2	1
Job Development Program - Cleveland, Ohio			2	1
Placement and Follow-up Program - Baltimore, Maryland			2	1

*1 signifies primary emphasis; 2 signifies secondary emphasis.

programs do not include a planning-evaluation model such as the one reported in detail in Chapter 3 and given an individual planning-evaluation application at the conclusion of that chapter. Two factors that must be incorporated in any applications of that or similar models are: (1) integration of vocational and career development into a student's career guidance and (2) integration of career guidance by students. Both of these factors will be outlined in this chapter.

b. Integration of Vocational and Career Development into a Student's Career Guidance

One factor lacking in the career guidance program outlined by the six USOE hypotheses is a means of helping a student become the center of his own career guidance, which must be accomplished if he is to achieve integration of all his career planning and development activities. The self-concept theory of vocational development that has evolved over the past two decades is one step in the desired direction. Such a theory can enable a program to go beyond considering occupational activity as behavior to considering self and occupational activity in combination as behavior.

Super[1] has proposed a widely accepted theory of self-concept in vocational development. Vocational self-concept in the vocational area of career refers to the position that a person wants to be accorded at work.

According to Super, each individual goes through the following life stages and performs the developmental tasks noted in each stage:

Stages and Developmental Tasks	Ages
Exploration	15 to 25
Developing a self-concept Transition from school to work Floundering or trial process Attempting to implement a self-concept	
Establishment	25 to about 45
Self-concept modified and implemented	
Maintenance	45 to about 65
Preserving or being nagged by a self-concept	
Decline	65 and beyond
Adjustment to a new self	

[1]Super, Donald E. The Psychology of Careers. New York: Harper, 1957.

Ginzberg, Ginsburg, Axelrad, and Herma[1] further differentiate the exploration stage and floundering process in the Super theory. According to them, occupational choice develops through periods and stages as follows:

Period and Stage	Characteristic Grade Level
Fantasy (children unable to introduce relationship of means to ends into their thinking)	Up to grade 6
Tentative (individual recognizes that he must decide on a future occupation)	
Interest (assume it will be based on their interests)	Grades 6-7
Capacity (recognize need to test their capacities)	Grades 8-9
Values (use system of values to resolve conflicts between incompatible objectives)	Grades 10-11
Realistic (translation is so heavily weighted by reality considerations that a synthesis is difficult)	
Exploration (tries to acquire experience necessary for resolution by exploring)	Grades 12-13
Crystallization (finally able to synthesize the many relevant internal and external forces)	Grades 14-16
Specification (final commitment)	Grade 16 and beyond

Counselor educators and supervisors, counselors, and vocational educators have labored to make youths aware of the above vocational development concepts through vocational guidance. For example, Bottoms & O'Kelley[2] list the intents, grade levels, curriculum strategies, and student outcomes for a developmental vocational guidance program. Their list represents several aspects of vocational development. First, it indicates that development of a vocation and a career spans the ages from kindergarten through adulthood.

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[1]Ginzberg, Eli, Ginsburg, Sol W., Axelrad, Sidney, and Herma, John L. Occupational Choice: An Approach to a General Theory, Newark: Columbia University Press, 1951.

[2]Bottoms, Gene, and O'Kelley, G. L. Vocational education as a developmental process, American Vocational Journal, 1971, 46, pp. 21-24.

Second, it states that the student approaches work through a series of approximations in which it is necessary to give him a vision of work, occupations, choice and selection of occupations, and commitment of himself to the work of an occupation that can evolve over a series of job or occupational changes into the vocational part of a career.

The Bottoms & O'Kelley list further suggests that the elementary school curriculum should include vocationally oriented activities. However, beginning in the junior high school, instruction in occupational clusters should ensue. Occupational clusters should give way during high school and technical education to more and more focused vocational instruction, leading eventually to direct placement or further specialized technical education.

Hansen[1] adds to the comprehension of what vocational development should be when it is incorporated into a career education program embracing the goal of career planning and development as the authors define career. Her model of career development through the curriculum emphasizes an expanded concept of self-development. Following Super:

> The model assumes that career development is self-development, that it is "a process of developing and implementing a self-concept, with satisfaction to self and benefit to society...." It provides for exploration of self in relation to educational and vocational pursuits and in consideration of the place that work and leisure have in a person's life. It assumes that a career covers a variety of roles people play in life, including those of student, spouse, parent, and worker. It sees career development as one aspect of human development that forms a natural core for unifying curriculum and brings into consciousness what many teachers already are doing unconsciously. It sees career education as the systematic, comprehensive intervention for meeting career development needs. (pp. 243-244)

Hansen lists the following desired student outcomes of the vocational area of career development through the curriculum:

> It is expected that students who experience this program would become more vocationally mature persons who:
>
> - are aware of their own preferred life styles and work values and can specify skills, abilities, attitudes, roles, and values congruent with those preferences;
>
> - exercise some control over their own lives through conscious choices and planning and can choose from alternatives a specific goal that is achievable and will be satisfying;
>
> - are familiar with the occupational options available in this society (major families or clusters of occupations grouped in some meaningful way), including the opportunity structure, entrance requirements, and potential psychological satisfactions;

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[1]Hansen, L. S. A model for career development through the curriculum, Personnel and Guidance Journal, 1972, 51, pp. 243-250.

- know the educational paths to and financial requirements for preferred occupations and careers;

- are familiar with the process of career decision making;

- know the major resources available in the school and community and are able to identify, use, and expand those resources (printed, human, and nonhuman) most appropriate for their particular goals;

- can organize and synthesize knowledge about themselves and the work world and can map strategies for achieving their goals and modifying them if desirable. (p. 244)

Finally, Hansen prescribes the following eight strategies for life-oriented career development that are required for sequentially promoting vocational development through the curriculum:

1. Orientation and awareness (primary years) including use of parent role models, learning about parents' jobs, talk about jobs while teaching the regular school subjects, and using tele-lecture systems.

2. Pre-vocational self-exploration experiences (intermediate or middle school years) including use of strength groups and career resources to broaden acquaintance with role models and possibly involving personal exploration of several vocational hypotheses which the student might be interested in.

3. Vocational exploration module (8th or 9th grade) including instruction in decision making and the use of simulation with study of manpower and economic trends and work classification schemes using multimedia resources and culminating in a tentative vocational development "contract" with the counselor or teacher-counselor.

4. Senior high vocational information program (9th-12th grades) including frequent visits to a vocational resource center and the use of occupational families in regular school classes and self-directed searches or class projects on occupations.

5. Exploratory occupational information interviews (10th-12th grades) which are structured, exploratory interviews between a volunteer and a student.

6. Vocational contracts with counselor or teacher-counselor (11th-12th grades) which help the student focus upon the seriousness of his later high school years as ones of transition to possible work.

7. Exploratory work experience (10th-12th grades) which offers each student, especially in his senior year, the option of direct involvement in an exploratory work experience.

8. Career and vocational development subject teams (junior and senior high) which help integrate career and vocational development into the curriculum. (p. 245)

Hansen expands the Bottoms & O'Kelley approach in two ways. By indicating the many tasks that a program of career guidance would have to solve in a career education curriculum designed for facilitating vocational development, she suggests the several functions other than counseling that must become a part of such a career guidance service. Also, she shows how students can be helped to integrate self-development with career development, particularly vocational. These writers assume that career development presumes self-development; however, they do not include self-knowledge of vocation, which Tiedeman considers thoroughly.

Tiedeman[1] describes the process of psychological development in the vocational part of career development that he believes must be facilitated by the functions of teaching and counseling in schools. He presumes that the prime force for self-knowledge is initiative. It is through the experience of action under guidance of initiative that a person comes to know himself more and more fully. As the student is encouraged to bring personal initiative into "discovery" learning, he should be given full responsibility for his resulting decision-making. If he accepts this responsibility, he may encounter the problem of authority in relation to his expectation of counselor or teacher assistance in assimilating the facts and procedures of subject or career. The teacher and counselor can help a student to gain insight into the processes of incorporation of facts and expectations. The counselor primarily works to see that this condition becomes known to the student, particularly in the vocational area of career. Imaginative teachers may be similarly inclined to give students insight into avenues of creativity in their subjects.

The development of responsibility for vocational activity during the course of education takes place best, Tiedeman believes, in a context organized as above, provided that teacher and counselor are both free to operate in a complementary relationship to the student. Tiedeman outlines what he thinks must underlie this curricular system if personal responsibility for the vocation area of career is to emerge through the curriculum. Bottoms & O'Kelley suggest an occupational cluster system within which occupational differentiation in vocational development should take place, but Tiedeman leaves the choice of occupation categories up to the practitioner. Several different systems exist, and the practitioner needs flexibility in devising and satisfying special purposes.

Hansen does not presume as Tiedeman does that a computer should provide many of the outcomes that a counselor ordinarily provides. Hansen speaks only about counselor-based strategies. Tiedeman's approach assumes that a computer, teacher, and counselor are all present. Tiedeman also goes beyond Hansen in his prescriptions about self-development. The basic understanding that Tiedeman seeks is that of the person solving his own problems. Each youth is

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[1]Tiedeman, David V. Summary implications for research, In Ashcraft, Kenneth B. (Conference Administrator), Conference on Implementing Career Development Theory and Research through the Curriculum, Washington, D.C.: National Vocational Guidance Association, 1966, pp. 165-188.

expected to take control of his life through his decision, rather than for his course in life to be determined solely through another's direction.

Gysbers & Moore[1] also conceive vocational and career development as a lifelong development. They propose a curriculum modeled on many of the same concepts that the other writers present. However, Gysbers & Moore go further than Tiedeman in separating the functions of teachers and counselors in promoting vocational development through a career education curriculum. For example, they list three types of example counselor functions: (1) indirect functions--career guidance curriculum planning, teacher and parent consultation, and in-service training programs; (2) shared functions--joint planning and contracting of student with vocational education instructor or counselor, and joint planning, testing, and evaluation by employer, vocational education instructor, and counselor; and (3) direct functions--individual counseling, group instruction orientation, and group counseling. These they differentiate from the following sample teacher functions: (1) indirect functions--career curriculum for basic education, parent-teacher conferences, and development of instructional materials; (2) shared functions--joint teacher-counselor-student planning and contracting, team teaching of career concepts/units, and joint teacher-parent-student planning and contracting; and (3) direct functions--individualized instruction, classroom and group instruction, and student organization and club advisement.

Finally, Gysbers & Moore take each of their three general types of counselor functions and specify which examples are appropriate for which student objectives and outcomes at each of three educational levels (elementary, junior high, and senior high school). They stress that these are examples and that many more functions need similar treatment in arriving at a complete taxonomy.

The purpose of this section is to augment resources available to operators of practical career guidance programs for noncollege-bound students. The factor outlined in this section places each youth in the center of his vocational activity in terms of his vocational self-concept, which both program personnel and the youth can treat developmentally. This factor advances consideration of career as the authors define it in the direction of self-conceived and directed activites. However, this factor fails to advance consideration in the direction of career as self-conceived and understood activities in several realms of living rather than just the vocational realm. This second direction is addressed in the next section.

c. Integration of Career Guidance by Students

Comprehensive career guidance systems must operate under certain assumptions. A minimal list of such assumptions developed by AIR staff members is indicated below. Major emphasis of these assumptions is that while a system's needs are important, individuals' needs must be the paramount feature

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[1]Gysbers, N. C., and Moore, E. J. Career guidance: Program content and staff responsibilities, American Vocational Journal, 1972, 47, pp. 60-62.

of guidance services. Activities performed by and on behalf of youths must help youths to integrate their attitudes, abilities, and skills into their total life styles.

Assumption 1

Guidance, counseling, and placement programs must take the major responsibility in the educational system for helping to develop and protect the individuality of students. These programs must provide students and parents with individualized assistance so that each student can become aware of his needs and can develop and pursue immediate and long range personal goals, together with related plans for achieving these goals, in a number of life areas of activity.

Assumption 2

Guidance, counseling, and placement programs must help each student to be a problem solver--i.e., a planner, a decision-maker, a self-manager--and help him acquire the knowledge and problem-solving skills required for "educated involvement" in solving problems within his own life and within society. These concepts assume that students are capable of learning how to develop and pursue their career goals and plans.

Assumption 3

Guidance, counseling, and placement programs must be based on students' needs and must serve all career-related needs of all students at each academic level, rather than only the needs of a selected group of students. Both immediate and long range needs must receive attention as well as career needs in areas of behavior other than those related to educational and vocational choice.

Assumption 4

Guidance, counseling, and placement objectives and procedures must be integrated into the basic instructional process of the school to help each student and his parents recognize the relevance of the instructional program to youth career development by selecting and utilizing a unique set of instructional objectives related to his career goals.

Assumption 5

To be comprehensive, a guidance system must include interventions directly with youths through both a developmental phase to maximize the prevention of problems and a prescriptive phase to help youths alleviate persistent problems. Indirect interventions in the youths' environment should not be neglected. They should be integrated closely with knowledge about each youth and his or her progress when such information is made available through the direct intervention phase of guidance. Information will stem from the assessment of youth needs and empirical data concerning those factors that either facilitate or impede meeting student needs.

Assumption 6

If a guidance system is to be responsive to the individual differences of the youths served, the effectiveness of different instructional and counseling strategies for helping youths meet their needs must be experimentally investigated. The purpose of these investigations would be to determine the most appropriate matching of student and strategy under specifiable conditions.

In keeping with these assumptions, the authors define "career" as life development in the areas of occupation, education, personal and social behavior, learning how to learn, social responsibility, and leisure. Such development can occur through sequential career education and can be influenced by practical career guidance, counseling, and placement functions.

Career education, as the authors see it, should encompass all possible patterns of personal choice related to each student's total life style. One part of such career education should embrace a program of vocational guidance consisting of:

1. Early vocational orientation experiences that will help students understand themselves and the world of work.

2. Opportunities for students to explore and test occupational realities before they make occupational decisions. Services to this end should enable students to engage in real or simulated work experiences.

3. Services that successfully change the prevailing school climate to help youths gain a more positive view of what is possible in their lives.

4. A total school experience for students that is highly relevant to their needs. One vocational guidance goal should be to provide feedback to other members of the school staff that can facilitate curriculum revision.

5. Counseling personnel working cooperatively with other school personnel to ensure continuity in guidance services.

6. Intensive counseling at the time of occupational and educational decision-making that will lead to vocational selection and specialization.

7. Relevant, accurate information as an important component in decision-making. Counseling personnel should be responsible for helping students acquire information about their talents, about posthigh school educational and training opportunities, and about job placement opportunities relevant to particular communities and worlds in which they live.

8. Placement and follow-up assistance in implementing vocational decisions. These services should identify and coordinate student use of existing nonschool placement services and provide additional

services that are not offered by other community agencies. Follow-up data on experiences of former students can provide useful information for those students currently making decisions. Follow-up services can also help originally placed students to continue in vocational development.

An adequate career development system in career education will require a similar set of functions for each of the other five areas that the authors incorporate in the term "career."

Guidance functions are not as narrow as counselor functions. For the authors, guidance rather than counseling is the generic term. It includes instruction, counseling, evaluation, and support procedures (including placement and follow-up) based on individual planning and development needs of youths. Guidance signifies the total content and process of programs aimed at assisting young people to develop and protect their individuality and potential. On the other hand, counseling is the interpersonal process that is one alternative for helping youths achieve guidance-related objectives. In this process, counseling personnel (e.g., counselors, teachers, paraprofessionals, administrators, and school psychologists) interact with students individually or in groups to facilitate youth career planning and development.

Students must be helped to comprehend their needs so that they can themselves develop careers within career education. The authors define a need as the discrepancy between a student's current status and desired status. This concept of need indicates the direction in which the student wants to move. Therefore, assessment of needs should appraise where youths are rather than just where the system is. System-oriented needs refer to institutional or organizational requirements such as the need for more counselors. Although these needs are important, their consideration is premature in the absence of identified individual needs. System needs become relevant when consideration is given to how student needs will be met.

Although individual comprehension of personal needs is a major purpose of guidance and counseling in the authors' system, they incorporate individual planning as a major means of achieving this goal. In comprehensive career education, instruction and guidance should be tailored to each youth's personal characteristics, background or experience, needs, and career goals. Each student should repeatedly have the opportunity to engage in a process (i.e., individual planning) of selecting his goals and planning activities to achieve them. Each student's learning activities are thereby made more meaningful to him because he evolves purposes and plans for their attainment. School personnel are available to help youths assess their potential and limitations, discover their needs, delineate personal short range and long range goals and related objectives, and develop a program of studies to achieve each of their goals. Thus, the organizing, humanizing core of career education is in its personal needs and individual planning activities, two of the three central activities of individual purposeful action. Career planning and development are most satisfying for youths when they not only know their needs and form their plans but also act on goals that they have either selected themselves or agreed on. However, without individual planning, career education either imposes society's goals on youths or confuses students by not informing them of the goals and objectives of their instructional activities.

At the core of the authors' assumptions rests the major goal of helping youths learn about and take responsibility for their own behavior. The authors believe that youths need to master the conception of purposeful action to remain free and responsible. The major aim of a person who provides career guidance, counseling, and placement therefore must be to get students to think in terms of evolving their own goals rather than in terms of attaining the counselor's goals. The counselor's goal is to get a student to compare his current experiences with desired experiences. When a student notes a difference or need in comparing current with desired experience, he can then choose, develop, modify, and perform (plan and act individually) so that he moves from where he is toward where he wants to be. This process of comparing current with desired experiences and thereby ascertaining one's needs, individually planning to secure desired experiences, and acting contingently on that plan and its modifications constitutes purposeful action. It is self-initiated, self-corrected action directed toward satisfying individually known needs through implementation of individually planned acts whose effects are individually evaluated, reintegrated to the individual whole, and redifferentiated into a new cycle of need, plan, action, and personally evaluated feedback.

Programs required for integration of career guidance by students must be ones in which purposeful action can be practiced and perfected under constructive criticism. Career, particularly the personal guidance system that the individual is using to guide his career, emerges in the exercise, discussion, and practice of purposeful action sufficiently often that the individual masters what drives him and thus comes to master himself. Such mastery comes in comprehension of an individual planning-evaluation model such as the one presented in Chapter 3.

Chapter 3

A MODEL FOR SYSTEMATICALLY PLANNING, STRUCTURING, AND EVALUATING CAREER GUIDANCE, COUNSELING, AND PLACEMENT FOR NONCOLLEGE-BOUND YOUTHS

a. Introduction

The premise underlying this report is that there is a problem related to career planning programs which can be solved by initiating specified activities. The problem is that career planning, decision making, and development have become so complex that few counseling personnel (i.e., anyone functioning in a counseling relationship) are currently able to comprehend the total career planning process and to deal with it in a systematic, developmental way. The result is often that isolated aspects of guidance are dealt with at the expense of the development of basic problem-solving skills which would provide ways of dealing with career problems during a lifetime. A systematic planning model such as the one outlined in this chapter appears to be needed. In addition to improving efficiency, a model can probably provide catalytic effects for counseling, placement, and guidance services.

Several important points need to be made about the use of models in guidance. There is no intent here to suggest that guidance services should become so systematized that they lose sight of the individual. On the contrary, the usefulness of a model is at least partly determined by its utility in the production of alternative procedures for specific groups and individuals within any target population. Although there are system-wide needs deriving from the context in which career planning, counseling, and placement services operate, the needs of individuals remain of primary concern. For this reason, this chapter concludes with some comments about the way in which the model can be used by students themselves to facilitate their own career development.

Several programs that provide career guidance are obviously possible. This report, for example, provides information about selected programs, each containing elements of the planning and evaluation model on which this chapter focuses. The effectiveness of these programs is not questioned; rather the focus is on the feasibility of designing a structure that will summarize these contributions and lead to a useful organization and integration of such programs. The model can be extended to provide more comprehensive guides to action than is found in any one of the programs.

Models are useful for systematizing existing knowledge in such a way that gaps and overlaps in aims and procedures are made evident. A comprehensive model has heuristic value which helps planners to select and devise process and product objectives, implementation strategies, and procedures for evaluating their achievement. It suggests strategies for collecting and organizing feedback both to the model and its users (formative evaluation). It makes possible the development of materials for individualized guidance services which closely fit the characteristics of specific target populations and samples. Finally, a model makes possible articulation of the needs of groups concerned about careers--e.g., youth, school system, society, and parents.

Since systematic planning requires considerable effort in its initial phases, it is important to know what kind of payoff can be expected. Aside from the feeling of satisfaction that accrues as a result of knowing that a job has been done well, a number of other outcomes of such planning can be cited as examples. Counseling personnel will have experience with and develop skills in problem-solving techniques which can be generalized to a variety of problem situations. More time and energy will be available for long term program planning rather than dealing with isolated crisis-oriented problems. Since the model elicits feedback from actual needs and outcomes, it can be used to redirect programs and practices. Comparative evaluation in terms of outcomes and cost-efficiency can be made. Finally, youth, school system, and society needs can be articulated in a rational way so that priorities consistent with reality can be established.

The model presented here has several essential ingredients consistent with the CIPP evaluation model[1] and is arranged so that it clearly indicates how each phase provides feed-forward for the next phase and feedback for refinement of preceding phases.

1. C = context evaluation provides information for basic planning decisions relating to characteristics of the general target area and population(s), general needs and goal statements, and desired outcomes.

2. I = input evaluation specifies information for structuring decisions related to the actual target population(s) or sample(s), alternative procedures for dealing with selected target groups, and criteria for program selection and evaluation.

3. P = process evaluation presents information for making implementation decisions regarding selected procedures and methods for evaluating them; schedules of activities, resources, and personnel to be used; and the method for collecting and analyzing process evaluation data.

4. P = product evaluation organizes information for proactive and reactive decisions based on cost-effectiveness and cost-efficiency evidence collected through summative evaluation.

The CIPP model indicates the need for continuous and systematic evaluation of the context based on data input. This feature of the model provides answers to the question of whether the current system is designed to meet the needs of its clients. Stufflebeam suggests that where there are no "discrepancies between the intentions and actualities or between possibilities and probabilities, the planning body might feel confident to continue at the same level." (p. 235.) It is likely, however, that context evaluation will suggest deficiencies in existing programs.

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[1]Stufflebeam, et al. Educational Evaluation and Decision Making, Itasca, Illinois: Peacock Publishers, 1971. p. 236.

Although the CIPP evaluation model provides a skeleton for structuring and evaluating a career guidance program, it does not include substantive procedures for developing, implementing, evaluating, and revising the program. This information is provided by a systematic approach developed over the last five years by the American Institutes for Research. This approach can be used to extend the CIPP model. Products and procedures related to applying this approach are listed in the left-hand columns on the following pages, and are stated in terms of product and process objectives. Product objectives state the desired accomplishments of program planners. Process objectives state the planning activities that planners must conduct to bring about the results specified in each product objective. Four sections of objectives are presented; each section focuses on one of the four phases of the CIPP model. Each section is briefly introduced by comments related to the model. The right-hand columns present parts of selected programs which illustrate some of the objectives. Program planners might find these helpful in accomplishing their planning activities.

Although planning objectives are listed sequentially, they are not being recommended on an inflexible basis. On paper, a planning process may seem lock-step. In reality, the sequence can be altered and the outcomes of some activities can require revisions in preceding or succeeding planning tasks. Suggestions for systematically and flexibly planning the structure, design, implementation, evaluation, and revision of guidance, counseling, and placement programs which can be adapted to local needs and conditions are suggested here.

Seventeen product objectives form the framework of the planning approach presented in the remainder of this chapter. These objectives can be summarized by the following titles divided into the four CIPP phases. Each title is followed by the page numbers on which the corresponding product objective and its related process objectives are presented. This list should assist readers who wish to access specific parts of the planning model rapidly.

- Planning Decisions and Context Evaluation — Page 3-4

  1. Definition of Purposes — Page 3-5
  2. Designation of the Target Population(s) — Page 3-6
  3. Assessment of Current Context and Programs — Page 3-8
  4. Desired Outcome Assessment — Page 3-10
  5. Identification of Needs — Page 3-13
  6. Summary of Goal Statements and Student Outcomes — Page 3-14

- Structuring Decisions and Input Evaluation — Page 3-17

  7. Specification of Each Program's Participants and Objectives to be Implemented Immediately — Page 3-18
  8. Alternative Procedures for Helping Students Achieve Objectives — Page 3-20
  9. Selection of Procedures for Each Program — Page 3-22
  10. Preparation and Distribution of Summary for Each Program — Page 3-25

- Implementation Decisions and Process Evaluation — Page 3-26

  11. Statement of Procedural Objectives and Implementation Strategies — Page 3-27
  12. Documentation and Clearance of Field Test Evaluation, Schedule, and Costs — Page 3-30
  13. Staff Selection and Competency Development — Page 3-31
  14. Preparation of Field Test Site(s) — Page 3-33
  15. Conducting Process Evaluations — Page 3-34

- Proactive and Reactive Decisions and Product Evaluation — Page 3-36

  16. Conducting Product Evaluations of Cost-Effectiveness — Page 3-37
  17. Conducting Product Evaluations of Cost-Efficiency — Page 3-39

b. Planning Decisions and Context Evaluation

The desire for change or improvement in a service can arise from several sources. It may arise out of perceptions of people in a school, service agency, or the community as a whole; it may arise as the result of a needs assessment strategy; or it may arise out of problems that have a broad base in society, for example, when the nation faces the problem of unemployment for noncollege-bound youths.

Awareness of specific problems should lead directly to planning some form of intervention. Optimally, such interventions consist of a series of systematically planned tasks (e.g., information selection, needs assessment, objectives specifying desired behavior changes, procedural guides, and evaluation devices). For planning such tasks, data must be collected about the context in which each career guidance, counseling, and placement program can effectively be placed. Such data will also be useful in determining the need for alternative programs for each population or sample which has special needs or where resources are not available to provide complete services.

The data at this stage are limited to those describing the system into which a program is to be placed, such as available resources and personnel and demographic features of the school and community. These data are basic to needs assessment and specification of agreed-on goal statements related to these needs. Context evaluation conducted during this initial phase entails assessing the effectiveness, efficiency, and desirability of planning activities entailed in each of the six product objectives listed on the following pages. That is, input is constantly sought and used while plans are being formulated. In this way, the model provides for continuous formative evaluation.

Objectives for Program Personnel	Program Illustrations
DEFINITION OF PURPOSES Product Objective 1: To have an approved, written statement of the purposes for which each program will be designed. Process Objectives: 1:1 To study the basic philosophy and goals of education in the school and district for which each program will be designed. 1:2 To identify and list those goals which relate to the general purposes of career planning and development for youth. 1:3 To list the general purposes of a systematic planning approach to career guidance, counseling, and placement programs and show in what ways such a model might improve services. 1:4 To produce a written summary of the purposes for which each program will be designed. 1:5 To identify key groups (from school, community, students, parents, counseling personnel, etc.) in the target area which should be concerned with the input, process, and outcomes of each program being planned. 1:6 To select representatives from these groups to participate in one or more advisory groups for planning, monitoring the implementation, and assisting with the evaluation of each program being planned. Potential recipients of each program should be represented. 1:7 To submit the summary prepared in Process Objective 1:4 for review by the advisory group(s) according to agreed-on criteria, make revisions as needed, and receive final approval.	At the onset of the Detroit (Michigan) Developmental Career Guidance (DCG) project, an extensive review of literature was conducted on counseling and guidance needs of disadvantaged youths. DCG development was based on this review and expert opinions. Nine postulates were stated to guide project activities: 1. There exists a clear and urgent need for compensatory counseling and guidance for disadvantaged youths. 2. Counseling of disadvantaged youths must focus on the emerging self-concept of the adolescent to help him gain a sense of self-identity. 3. Guidance of disadvantaged youths must be concrete and focus on aiding the adolescent in becoming aware of and then taking advantage of his opportunities. 4. The standardized test scores of inner-city youths must be interpreted with caution. 5. Group counseling is a powerful approach in aiding disadvantaged adolescents to cope with problems of everyday living. 6. Competent counseling can help young people to develop effective coping behaviors which in turn lessens their need to "put on a front." 7. The understanding counselor has a unique opportunity to serve as a role model and a reinforcing agent in the life of the disadvantaged youth. 8. Effective counseling and guidance programs for disadvantaged youths must try to reach their families also. 9. Counselor education programs need to be revised in order to provide specialized training for counselors of disadvantaged youths.

Objectives for Program Personnel	Program Illustrations
	Although the above postulates are concerned with the counseling of disadvantaged youths, DCG developers feel strongly that they are relevant for most youths in most situations. The tremendous waste of human resources attested to by the high college dropout rates testifies clearly to the validity of this feeling. All youths need the opportunity to appraise themselves, to consider possible future alternatives, to gain professional help in coping with personal problems, and to make plans for the future. DCG personnel believe that with disadvantaged youths the problem is, of course, more critical, since their "margin of error" is much less. With them there are fewer familial and community resources to help compensate for the failure of the educational system to effect the guidance function. Because of the above postulates, it was decided that DCG should be designed for Detroit inner-city schools. The region selected ranks in the lowest quintile of Detroit subcommunities in regard to such characteristics as low income families, number of unemployed persons, Aid to Dependent Children families, and family disorganization.
DESIGNATION OF THE TARGET POPULATION(S) Product Objective 2: To have an approved, written description of each program's target population(s). Process Objectives: 2:1 To identify which population(s) of youths in the target area will be potential recipients of each program being designed. 2:2 To specify the size and characteristics (e.g., age, sex, ethnic group membership, socioeconomic background, referrals to outside agencies, ability range, exceptionalities, juvenile petitions filed, etc.) of each target population.	Guidelines published by the Georgia State Department of Education indicate that the target population for the Coordinated Vocational and Academic Education (CVAE) program be selected by a screening committee appointed by the school principal with the coordinator serving as chairman. Additional persons could include guidance counselors, curriculum directors, and teachers. Target populations are students who are underachieving (two or more grade levels below their chronological peers), students with few or no personal goals in life, and students who lack self-confidence. They frequently come from homes where the parents are long-time welfare recipients.

Objectives for Program Personnel	Program Illustrations
2:3 To identify criteria for selecting among the target populations if more than one was identified in Process Objective 2. 2:4 If this is necessary, to employ these criteria in choosing the target population which will serve as the initial focus of each program. 2:5 To summarize available data on each target population selected for each program. 2:6 To submit this summary for review by the advisory group(s) according to agreed-on criteria, make revisions as needed, and receive final approval.	Specifically, then, students should be selected on the basis of: 1. Two or more grade levels below their peers. 2. Excessive absenteeism. 3. Alienated from school. 4. Dull-normal intelligence and above. All teachers should be requested to provide input to the screening committee. This definition of the CVAE program's target population and selection procedures relates directly to the program's defined purposes: 1. To lower the dropout rates in the public schools of Georgia. 2. To increase the school attendance of chronic absentees. 3. To provide an atmosphere and activities where students may experience success instead of failure so as to improve their self-concept, which in turn should improve their performance in school. 4. To provide remedial and remotivating learning situations which will allow students the opportunity to return to and succeed in regular academic or vocational classes. Thus the definition of the target population responds to both individual and system needs in the state of Georgia and relates directly to CVAE purposes.

Objectives for Program Personnel	Program Illustrations
ASSESSMENT OF CURRENT CONTEXT AND PROGRAMS Product Objective 3: To have an approved, written summary of all assessment data collected on: (a) general characteristics of the context in which each program will operate; (b) current outcomes related to school system needs; (c) current outcomes related to society needs; and (d) all objectives and activities that make up current guidance, counseling, and placement programs in this context. Process Objectives Related to the Current Context: 3:1 To design and implement a procedure using formal (questionnaire, etc.) and informal (random observations, interviews, use of existing documents, etc.) data collection techniques to assess key aspects of the context for each program planned. Such aspects as the following should be considered: geographical setting, political climate, idiosyncratic conditions, social and cultural values, and socioeconomic descriptors. 3:2 Using information on the context's general characteristics collected in Process Objective 3:1, to design and implement a procedure using formal and informal data collection techniques to assess what members of the school advisory group(s) identify as the status of current student guidance-related outcomes in terms of school system needs (such as accreditation requirements, program priorities, staffing concerns, budgetary constraints, etc.). 3:3 Repeat Process Objective 3:1 using community advisory group(s) to identify outcomes in terms of society needs (such as employer needs for new personnel, community needs for volunteer assistance, and changing requirements for colleges and universities).	Culver City, California was experiencing demographic changes which suggested a need to study the emerging characteristics of the community in order to adopt appropriate district goals and learner objectives for education in general and career guidance in particular. To this end, members of the Superintendent's cabinet were assigned areas for information-gathering on the program's context: the Business Manager (fical data for school district and community, present and projected); the Personnel Director (characteristics of staff); the Director of Pupil Services (pupil characteristics including social and cultural characteristics, achievement expectancy, percentage and types of exceptionality, truancies and other aspects of attendance, referrals to outside agencies, juvenile court petitions filed, and success of graduates in institutions of higher learning and on the job); and the Assistant Superintendent (political climate, housing trends, business and industry, and training opportunities). Two advisory groups were established: (1) a School-Community Advisory Group composed of teachers; administrators; guidance personnel; students; technical staff members; and representatives of the Parent-Teachers Association, the Human Resources Development (HRD), a local junior college, a utilities company, the aircraft industry, a labor union, an apprenticeship union, and general industry and small business, and (2) a School Advisory Group made up of the school representatives from the larger committee. This group selected a questionnaire to be administered to each staff member and to a random sample of students from each grade level 7 through 12 to assess the perceptions of the degree to which the current program was meeting school system needs. Areas covered included college entrance requirements, accreditation requirements, success of graduates in advanced training and on the job, scholarships and awards, entry occupation skills, and employability of graduates.

Objectives for Program Personnel	Program Illustrations
3:4 To summarize data on <u>current</u> outcomes in relation to school system and society needs collected in Process Objectives 3:2 and 3:3.	The questionnaire was left open-ended to give respondents the opportunity to suggest other school system needs.
3:5 To submit this summary for review by the advisory group(s) according to agreed-on criteria, make revisions as needed, and receive final approval.	The School-Community Advisory Group selected a sampling technique for identifying outcomes which community persons thought current guidance programs were achieving in terms of society needs such as job entry skills needed in available entry occupations, occupational areas experiencing worker shortages, responsibility of young workers, adjustment to jobs, preparation for entry into technical schools, and changing college entrance requirements. A questionnaire was administered to a sample which included representatives of the following groups: small businesses, manufacturers, aircraft industries, electronics industries, utilities companies, trade and technical schools, junior colleges, universities, city government, the Chamber of Commerce, service agencies, churches, youth agencies, HRD, juvenile agencies, and mental health clinics.
<u>Process Objectives Related to the Current Programs</u>:	
3:6 To design instruments (questionnaire, critical incident survey, interview format, card-sort technique, etc.) and related assessment procedures for collecting data on guidance, counseling, and placement currently available in the target area. These instruments and procedures should collect data on: (a) current services provided (activities in which persons providing those services engage), (b) outcomes those services help youths achieve, and (c) the number of youths served. These instruments and procedures should be tailored for administration to: (a) current students, (b) former students, (c) counseling personnel, (d) other school staff, or (e) parents.	Data were summarized to indicate perceptions of current guidance programs in relation to school system needs and society needs. These perceptions were translated into outcomes on which the current guidance programs are focusing. The summaries were reviewed by the School-Community Advisory Group. Areas of strength and weakness were noted.
3:7 To pilot test these instruments with two or three persons from each administration group and to revise them on the basis of data collected.	Under the leadership of the Director of Pupil Services, all guidance staff members including administrators, counselors, and clerical staff listed their activities. A workshop was held during which activities were translated into student outcomes. These outcomes were used to construct a questionnaire to determine the extent to which the current program was achieving the outcomes to which the activities were addressed. The questionnaire was used to gather information from a random sample of current students in grades 7 through 12, former students, counseling staff, teachers, administrators, district office
3:8 To conduct current assessment procedures.	
3:9 To summarize assessment data on objectives and activities of <u>current</u> programs.	
3:10 To submit this summary for review by the advisory group(s) according to agreed-on criteria, make revisions as needed, and receive final approval.	

Objectives for Program Personnel	Program Illustrations
	staff, parents, and technical staff. In addition, the Initial Perceptions of Counseling survey was used to gather evaluative information from each student who had an appointment with a counselor. From the data collected, the Director of Pupil Services prepared a summary of outcomes of the current program. The summary revealed that although many of the outcomes were achieved with some pupils, no outcome was achieved with all pupils. This summary was reviewed by the School-Community Advisory Group.
DESIRED OUTCOME ASSESSMENT Product Objective 4: To have an approved, written statement of the high- and low-ranking career planning and development outcomes for youths in the target area. As much as possible, statements of desired outcomes should be derived from empirical data. Process Objectives Related to Designing an Outcome Assessment: 4:1 To meet with the advisory group(s) to study the rationale for conducting an assessment of what outcomes youths should be able to achieve in the six areas of their career development specified in a broad definition of careers. 4:2 To review the six career areas apparent at this time and select those on which the desired outcome assessment process will focus. 4:3 To review alternative respondent groups (e.g., current and former students; parents; school system representatives who can address the guidance-related outcomes that the system desires for youths--see school system needs in Process Objective 3:2; representatives from outside the school who can address guidance outcomes that society desires for	The Accountability for Counselors project in Mesa, Arizona, worked with a research and development agency to select and implement an assessment strategy. A card-sort technique was selected that included decks of cards on which were printed statements related to career guidance and counseling needs. Procedures for conducting the assessment were designed and students were randomly selected from Grades 6, 9, and 12. Adult samples included parents, teachers, counselors, administrators, parents of the students selected, families randomly chosen, and employers. Letters were mailed to all adults in the sample asking them to meet at a central area. Interviewers trained by a consultant oriented the student and adult sample groups. Trained interviewers interviewed groups of five to eight people. Each subject went through four decks of cards to sort the cards into two piles--those with statements of needs important to him and those with statements of needs not important to him. Next, from the first pile for each deck, he selected the five needs statements that were most important to him. Next he indicated not more than five needs with which he desired assistance. On blank cards, he wrote needs he had that were not covered on any of the cards.

Objectives for Program Personnel	Program Illustrations
youths--see society needs in Process Objective 3:3; counseling personnel; career development specialists; and school staff) to select the groups most appropriate and to establish sampling criteria and procedures if all members of these populations cannot be included in the outcome assessment.	Data collected by the interviewers were transferred from the information forms to key-punched cards and were computer processed. Tabulations included the number of times each card item was selected as first choice, second choice, etc.; the weighted mean of each item; and the relative percentage of times each item was included in the leading five choices. Needs statements were printed out in rank order. There were tables for each of the respondent groups, adult and child, and for each of the key subgroups: adult (teachers, counselors, administrators, and parents), students, sex groups, and grade groups.
4:4 To use the data on guidance, counseling, and placement objectives collected for Product Objective 3 to write sample outcome statements (or rewrite ones already available) for the desired-outcome assessment instrument in the light of local regulations and constraints. This would not be necessary if an open-ended assessment technique were used	The computer printout was analyzed by three grade level planning groups of counselors: elementary, junior high, and senior high. The counselors from each group viewed their level as requiring unique strategies; therefore, the results were reported independently for each level.
4:5 To review alternative outcome assessment strategies (e.g., open-ended questionnaires, checklists, interview schedules, card-sort techniques, etc.) and select the one most appropriate to local conditions.	
4:6 To design desired-outcome assessment instruments and procedures (using existing ones as models) which are appropriate to local conditions.	
Process Objectives Related to Conducting an Outcome Assessment:	
4:7 To conduct orientation sessions for all respondents (e.g., youths and adults) in the sample groups to ensure that they understand: (a) the purpose and nature of this assessment and (b) the evolving nature of careers and the trends which will influence career planning and development.	
4:8 To train all individuals (e.g., current students, college students, housewives, research staff, etc.) who will administer the desired outcome assessment procedures.	

Objectives for Program Personnel	Program Illustrations
4:9 To gather responses concerning the desired outcomes of youth career planning and development skills in the target area.	
Process Objectives Related to Analyzing and Reporting Outcome Assessment Data:	
4:10 To develop decision rules for: (a) summarizing respondent open-ended comments on current guidance, counseling, and placement services and the outcome assessment procedures; (b) giving priorities to outcomes that respondents felt youths need to achieve and the ones with which they felt youths want assistance; and (c) resolving discrepant reactions of different groups of respondents to the desired career planning and development outcomes and wants of youths (e.g., in some cases, more stress might be given to the opinions of "experts" than to those of youths.)	
4:11 To employ these decision rules with the available data.	
4:12 To produce a summary of high- and low-ranking career planning and development outcomes for youths.	
4:13 To submit this summary for review by the advisory group(s) according to agreed-on criteria, make revisions as needed, and receive final approval.	

Objectives for Program Personnel	Program Illustrations
IDENTIFICATION OF NEEDS Product Objective 5: To have an approved, written statement of the high- and low-ranking career planning and development needs and wants of youths in the target area based on student, school system, and society needs. As much as possible, these needs and wants should be derived from empirical data. Process Objectives: 5:1 To meet with advisory group(s) to study: (a) the empirical data collected on current outcomes in relation to school system and society needs summarized in Process Objective 3:5, objectives of current programs summarized in Process Objective 3:10, and high- and low-ranking outcomes summarized in Process Objective 4:13 and (b) youth career planning and development needs and wants identified from a literature review. 5:2 To develop decision rules for combining and giving new priorities to data on the desired levels of youth career planning and development and current status of youth career planning and development and literature statements reviewed in Process Objective 5:1. 5:3 To employ these decision rules with the available information. 5:4 To produce a summary of high- and low-ranking needs and wants of youths in the target area. 5:5 To submit this summary for review by the advisory group(s) according to agreed-on criteria, make revisions as needed, and receive final approval.	In Syracuse, New York, the needs of each student enrolled in the Occupational Learning Center (OLC) Program, an alternative high school program, are identified by comparing his current status with the requirements for high school graduation. Data on his current status are assembled from many sources. The principal who refers the student to the program provides information on his achievement test scores for the last two years; interest test results; attendance record; behavior record; special interests and abilities; current teachers, class, grades, and alternative programs that have been offered to him; and family background. The student's parents are contacted to provide further information. The OLC counselor conducts an in-depth interview with the student to elicit information on his attitudes, aspirations, and personal problems. As necessary, other procedures and instruments (such as Holland's Self-Directed Search) are employed. Each student's entry level capabilities are assessed through a battery of academic examinations in reading, mathematics, language arts, social studies, science, and the world of work. On the other hand, the desired status of each student is represented by the high school graduation requirements set forth by the Syracuse City School District. These include: (1) ninth-grade reading level (as defined by a standardized test); (2) ability to communicate effectively (as measured by a performance proficiency test); (3) mastery of 22 areas of mathematics (as defined by performance proficiency); (4) satisfactory completion of eight areas of social studies skills and four areas of science skills (as measured by performance proficiency tests); (5) career awareness (as measured by performance proficiency); and (6) qualification in one or more of the following areas according to specified criteria: (a) vocational-technical school training, (b) training on the job or in a training center, (c) competitive employment, or (d) postsecondary education.

Objectives for Program Personnel	Program Illustrations
	The difference between each student's current capabilities and the requirements for his graduation from high school represents the needs that the OLC Program helps him meet. These needs are specified as the objectives he must master to graduate and are reflected in the individual program prepared for him at the beginning of his attendance at an OLC.
SUMMARY OF GOAL STATEMENTS AND STUDENT OUTCOMES Product Objective 6: To have an approved, written summary of all goal statements and student performance outcomes for each proposed guidance, counseling, and placement program. (Student performance objectives refer to student outcomes of each proposed program They specify what the student will be able to do as a result of participating in each program. In effect, they are the students' product objectives, but the alternative term is used here to avoid confusion with planners' product objectives.) Process Objectives Related to Preparing for Stating and Sequencing Goals and Outcomes: 6:1 To prepare for production of goal statements and related performance objectives by: (a) specifying the required skill levels for writing goal statements and objectives; (b) assessing the current skill levels of personnel who will work on this task; (c) studying available training packages which teach the skills required but not possessed (if any); and (d) acquiring the needed skills by participating in relevant training activities. 6:2 To review available listings of objectives for guidance, counseling, and placement programs and units.	The first purpose of the Kimberly , Idaho, Small School Guidance Program is to develop a model guidance program for the small, rural school so that other educators may examine the program with a view to introducing similar innovations at other schools. The second purpose is to design and implement a guidance service program that is developmental in nature and which serves the interest of students in Grades Kindergarten through 12. A third purpose is to introduce a guidance attitude into the total functioning of the school--its clubs, curriculum, and staff. Student-related outcomes are: 1. To develop an understanding of the current role in the group and of social expectations placed on them. 2. To increase knowledge necessary for development of realistic educational plans and career goals. 3. To increase knowledge about the relationship of education to occupation. 4. To increase knowledge concerning the probable impact of scientific and technological change on occupations and occupational careers. 5. To develop an understanding of their aptitudes for various occupational roles.

Objectives for Program Personnel	Program Illustrations
6:3 To derive goal statements from the priority needs and wants identified for Product Objective 5. 6:4 To study alternative approaches to sequencing goal statements and related student performance outcomes on the basis of youth developmental skills in planning, goal setting, and achievement. 6:5 To select a sequence which leads students through the acquisition and performance of such skills as: (a) basic planning beginning with awareness and understanding; (b) accommodation and decision-making; and (c) implementing, evaluating, and revising chosen plans of action. <u>Process Objectives Related to Stating and Sequencing Goals and Outcomes</u>: 6:6 To generate or select student performance outcomes which are related to the goal statements listed in Process Objective 6:3 and presented sequentially in terms of human development processes. (At this point it is necessary only to describe the outcome behaviors of students in the statements of performance objectives. Descriptions of: (a) the specific target audience, (b) the stimulus conditions, and (c) performance standards for these outcome behaviors can be included later.) 6:7 To group goal statements and performance outcomes into programs and rank these programs for implementation according to local priorities based on rankings suggested by the needs assessment data summarized in Process Objective 5:5.	Objectives related to teachers and the community are: 1. To increase teacher awareness of guidance needs of students, roles and functions of guidance personnel, teacher's roles and responsibilities in the guidance program and to develop an appreciation of the occupational implication of subjects. 2. To develop a public information program for the purpose of gaining community understanding and support. Expected outcomes such as the following are listed for students: 1. Have a better understanding of their own ability. 2. Make better use of current vocational and educational materials. 3. Make more realistic educational and vocational choices. 4. Seek vocational information from other agencies within their community. 5. Make test results more meaningful to the student. Sample outcomes for teachers include: 1. Assume a greater responsibility for guidance services. 2. Assist in developing guidance units for classroom use. 3. Aid students with their educational and vocational plans. 4. Encourage a closer relationship between home and school. 5. Gain a better understanding of the guidance program.

Objectives for Program Personnel	Program Illustrations
6:8 To produce a written summary of all goal statements and student performance outcomes for each proposed guidance, counseling, and placement program. 6:9 To submit this summary for review by the advisory group(s) in the target area according to agreed-on criteria, make revisions as needed, and receive final approval.	6. Become more concerned about the total development of each child. Community-related expected outcomes such as the following were identified: 1. The community will have a better understanding of the guidance program within the school. 2. The school and community will work together to provide wholesome activities which aid students in relating their personal, social, and educational development to career choice. 3. The community will give more support to expanding guidance services. 4. The community will recognize the need for a systematically organized guidance program including a well-qualified guidance counselor for their school district.

c. Structuring Decisions and Input Evaluation

As previously noted, intervention or problem-solving requires a series of decisions. Once they have decided on a target area and have collected data on that area, program personnel can form decisions related to the specific structure of each proposed program. Such decisions include the exact nature and number of the participants in each program. This phase specifies the nature of such data and techniques for deriving samples from populations if it should become necessary. Once each program's target group has been determined, the decision process requires that goal statements and performance objectives be stated. Conditions for assessing desired and unexpected outcomes in training, testing, and real-life situations can be indicated at this time.

The nature of the target population, goal statements, and conditions for evaluation provided the basis for considering and establishing strategies that can help participants achieve their performance objectives. The strategies can include activities of guidance, counseling, and placement personnel. Available methods, media, and materials can be used and new procedures and materials can be developed when the goals of each program demand them. Similarly, structuring decisions concern the design of activities that participants will perform to achieve their goals. Thus, the process and product objectives of program personnel must be correlated with those of participants to provide options that are tailored to individual needs and that are based on a flexible set of alternatives.

In this section, input evaluation entails assessing the effectiveness, efficiency, and desirability of the above types of structuring tasks. Many of these tasks are listed under the four product objectives presented on the following pages.

Objectives for Program Personnel	Program Illustrations
SPECIFICATION OF EACH PROGRAM'S PARTICIPANTS AND OBJECTIVES TO BE IMPLEMENTED IMMEDIATELY Product Objective 7: To have an approved, written summary of selected participants; the objectives of each guidance, counseling, and placement program planned for immediate implementation; and the current status of each participant's career planning and development skills in relationship to these objectives. Process Objectives Related to Selection of Participants: 7:1 If not all persons in the target population(s) can be included in each program, to explain at least three alternative techniques for drawing samples from each target population, stating the advantages and disadvantages of each technique. 7:2 If sampling is necessary, to weigh those advantages and disadvantages and select the sampling technique most appropriate and feasible for the local conditions. 7:3 If sampling is necessary, to select participants for each program. Process Objectives Related to Specification of Program Objectives: 7:4 To study the documents resulting from Product Objectives 2 and 6 so as to shape the general statements of student performance outcomes in terms of what is now known about the characteristics of the participants who will engage in each guidance, counseling, and placement program.	The California Accountability Model for Career Guidance Curriculum K-Adult specifies functional levels--awareness, accommodation, and action--and developmental levels in terms of students' career planning and development skills. The model stresses the need to define the population in terms of its unique characteristics, but also in terms of the functional and developmental levels of each student. Appropriate instrumentation will help separate those who have already attained a career development objective from those who have not; study of the characteristics of the population(s) who have not yet attained an objective will suggest appropriate procedures. Frequently, alternative procedures will be employed to reach different populations. The parameters and constraints of the situation, including available resources, will help determine the numbers and characteristics of students to be included in the program population. The California Career Development Model has three components: (1) education, work, and leisure alternatives; (2) career planning and decision making; and (3) life styles and personal satisfaction. All three components are viewed as contributing to an emerging career identity. They are defined through 13 separate concepts. California guidelines suggest that summary documents resulting from Product Objectives 2 and 6 be analyzed in terms of the developmental levels of these concepts. Appropriate instruments may be employed to determine present career development levels of students; outcomes should be stated in terms of the next functional level or the next developmental level or both. This means that there must be a range of outcomes to meet the planning and development needs of the program participants selected.

Objectives for Program Personnel	Program Illustrations
7:5 To write measurable performance objectives (including specification of the target persons; observable desired outcomes; conditions for testing, training, or real-life performance; and standards of performance) for each proposed program.	Objectives will be idiographic; learner objectives will be specified with the student. Broader operational objectives for groups within the target population will include characteristics of the population, levels of outcomes expected, and criterion measures.
7:6 To produce a written summary of all objectives for each program.	In the California model, appropriate assessment of student attainment of outcomes permits both diagnosis of the needs of individuals and accurate determination of the effectiveness of the program. The behavior assessed must be identical to the behavior stated as the intended outcome. Pretesting of student performance should be conducted for each outcome.
7:7 To submit this summary for review by the advisory group(s) in the target area according to agreed-on criteria, make revisions as needed, and receive final approval.	
Process Objectives Related to Current Status of Participants' Career Planning and Development Skills:	Instruments may be selected or developed. Baseline data must be collected in order to have a point of reference in determining progress toward attaining of objectives. Instruments may include paper-and-pencil tests such as questionnaires, checklists, open-ended questions or statements, structured observation, actual performance (as of a specified skill), and unobtrusive measures. When levels of current and desired career planning and development skills for each pupil in the population have been established, pupils should develop a program indicating the strategies that they will use to pursue the objectives they have chosen.
7:8 To obtain or develop criterion-referenced instruments (keyed to objectives summarized in Process Objective 7:7) for collecting data on the current status of youth career planning and development as indicated by the responses that youths make on pencil-and-paper tests and surveys, as well as in simulated or reality situations.	
7:9 To field test the selected instruments with appropriate samples of students in order to collect data on test reliability and validity and to revise these measures accordingly.	
7:10 To administer the revised instruments to the participants of each program and to score their responses.	
7:11 Using current status results collected in Process Objective 7:10, to help each participant specify the career planning and development skills he or she will attempt to achieve and practice in each program.	

Objectives for Program Personnel	Program Illustrations
7:12 Using the individualized information on desired skills specified in Process Objective 7:11, to help each participant develop a Program of Action comprising the objectives on which he or she will work in each program.	
ALTERNATIVE PROCEDURES FOR HELPING STUDENTS ACHIEVE OBJECTIVES	
Product Objective 8: To list all available and possible strategies and procedures which can be used to help participants achieve objectives which are relevant to their career planning and development in each proposed program.	When the Employability Development Team (EDT) program was first established at Lincoln-West High School in Cleveland, Ohio, the staff decided that the initial approach would be unstructured and that different procedures would be explored. In this way, the best procedures for helping students achieve their objectives could be determined during the development of the program and it could be structured gradually in later years. The development of the program was reflected in an increase in EDT structure as procedures that proved to be successful with participating students were identified.
Process Objectives:	
8:1 To make a comprehensive list of alternative instructional and counseling procedures for helping youths achieve the career planning and development goals and student performance objectives identified for Product Objective 7. These may include: (a) direct and indirect interventions by alternative personnel such as paraprofessionals, peers, graduates, parents, community volunteers, resource persons from business and industry, and resource persons from other educational institutions or agencies and (b) alternative methods, materials, and media such as experience in business and industry, home study, self-directed study, learning activity packages, use of multimedia, direct and indirect interventions through computerized alternatives, utilization of classes and resources in other educational institutions or agencies, use of locally or commercially produced materials and techniques, procedures developed and successfully implemented by other school districts (see ERIC "Communique," Title I projects).	In one example of this developmental process, EDT staff accepted each youth referral, determined the student's problem, and decided which of the following four types of action to take: (1) help the student to remain in school on a regular schedule by attempting to resolve his personal problems; (2) adjust his schedule by transferring him from a totally academic program to one that includes vocational courses; (3) enroll him in a work-study program; or (4) enroll him in a special, out-of-school, job-related program. Team members with available time implemented the action. However, it became apparent after program staff used this approach for a month and a half that EDT impact on some students was not as strong as it could have been because the team was not able systematically to follow up each youth referred. The team decided to establish a case load approach, to

Objectives for Program Personnel	Program Illustrations
8:2 To list guidance methods, materials, and media now being used in the target area. 8:3 To edit the listed array of all available and possible strategies and procedures. 8:4 To submit this summary for review by the advisory group(s) according to agreed-on criteria, make revisions as needed, and receive final approval.	evaluate individuals regularly, and to add or drop names from the case loads when appropriate. A second example of the EDT developmental approach to the consideration of alternative procedures relates to preparation course. Originally this course consisted of a list of nine topics that EDT paraprofessionals were expected to discuss with students "when necessary." When the structure of the work preparation course was developed, specific procedures for each aspect of the program were detailed and a record listing these procedures and the dates that they were accomplished was used. More structured alternatives have been considered since that time. In its current state, a formal course is taught by paraprofessionals working individually with each student on their case load. Audio-visual media presentations are used, and after each presentation, specified questions are discussed with the student. Informal aspects of the course result in written long and short range employability plans for each student. Follow-up and counseling sessions conducted as part of the work preparation course are implemented, and paraprofessionals and the EDT counselor consult on the student's progress at scheduled times. A year and a half after the program was first implemented, the EDT counselor identified the most effective structure for the complete program. As illustrated above, this structure has evolved through successive approximations. A formal description of this approach has been prepared. It outlines the procedures included in each step of the program, who implements them and when, materials to be used, and student outcomes to be achieved.

Objectives for Program Personnel	Program Illustrations
SELECTION OF PROCEDURES FOR EACH PROGRAM Product Objective 9: To have an approved, written description of selected procedures for helping students achieve each proposed program's objectives. Process Objectives: 9:1 To estimate, in general terms, the type and amount of resources (e.g., materials, facilities, staff time, and approximate costs) which should be assigned to each program goal listed in Product Objective 6 to ensure that students will have sufficient opportunities to attain them. 9:2 To list those parameters and constraints in the target area as identified in Product Objective 3 which could influence the selection of procedures. 9:3 To list general areas of current competencies of counseling personnel. 9:4 To specify criteria for selecting among the alternatives listed in Product Objective 8. 9:5 To select the most appropriate resources and procedures for each goal and objective identified for Product Objective 7. 9:6 To describe for each student activity all materials, services, and programs necessary to help students achieve their goals and related performance objectives. 9:7 To produce a written, updated "model" for the target area. 9:8 To submit this model for review by the advisory group(s) in the target area according to agreed-on criteria, make revisions as necessary, and receive final approval.	A wide variety of strategies have been used in career guidance counseling and programs across the United States. For example, the Group Guidance Program developed by the Vocational Guidance Services in Houston, Texas, uses group process techniques to prepare youths to make a positive transition from high school to suitable employment or posthigh school training. Curriculum material has been developed which when used one class period a day spans a twelve- to fourteen-week period. The material requires each group to identify with different levels of company management and line supervision in order to solve a series of employment-related problems. Determining a solution to these problems within a specified time limit is the group's objective. Supplemental information and material is often provided by the group leader/counselor who does not participate in the group discussion with the students, but observes the process and leads a discussion once a solution has been determined by the group. Recent years have seen exciting innovations in the use of multimedia support systems focusing on career facts and information. Doubleday Multimedia's "Careers in the '70s" series of 13 career guidance films received supportive evaluations in a study conducted in a group of Southern California schools. "Nine to Five" is the title of a series of 24 taped career guidance programs which have been developed by Guidance Services of the Denver, Colorado Public Schools. The programs are broadcast over a local television station and the series constitutes an elective course offered to all students in grades 10 through 12. Each segment is 30 minutes long, and the programs are shown four days a week for a six-week period. A guide has been published by guidance services for students who are enrolled in the course for credit. This guide contains a number of assignments which students perform on an optional basis;

Objectives for Program Personnel	Program Illustrations
	however, a minimum number of assignments must be completed for each letter grade which is given. Students sign up for the course through the career counselor in their school and submit their assignments to him. In the Cleveland, Ohio, Job Development Program, paraprofessionals (job advisers) are vital. They are responsible for contacting surrounding businesses and industries for participation in program-related activities, including prospective employment of program participants. Paraprofessionals also work with students (discussion groups) to learn students' needs and to help develop activities that will meet those needs. Prior job experience in fields other than education is required of all the job advisers. These experiences enable the advisers to be more effective in communicating with the job entry level students. Job advisers are deeply committed to working with disadvantaged inner-city high school students. Working as a team with counselors, they use a guide booklet, "Occupational Information Program," to help inform students of job-seeking techniques and practices. A variety of special films and materials are available along with a variety of supplementary activities to inform students of many needed skills. In essence, job advisers provide students with motivation for learning about career choices and help students develop more positive attitudes about themselves and the world of work. The Youth Career Action Program (YCAP) in San Jose, California, offers a "storefront school," located in its center to provide an alternative learning environment that can motivate young people without stipend or force to set definite educational goals in preparation for careers. Participants attending the alternative school indicated that they achieved many more personal and academic successes at YCAP than they did in regular schools. Specifically, they liked: (1) the nonfail aspects of the

Objectives for Program Personnel	Program Illustrations
	individualized instruction they received, (2) the one-to-one learning process, (3) the opportunity to work at their own paces on needed skills, (4) the opportunity to participate with YCAP staff in deciding what they would learn and why, and (5) the comfortable contrast of YCAP's physical facilities compared with those in regular schools. The Coordinated Vocational and Academic Education (CVAE) program supplements its classes with work experience activities. Students in the eleventh and twelfth grades are placed in a variety of settings, relating as closely as possible to their expressed career interests. Working part time, they learn specific skills and abilities useful for permanent employment on graduation, as well as general responsibilities and habits of holding down a job. The CVAE Coordinator makes extensive efforts to contact employers in the area and develop as full a cross section of available positions as possible. Although it is not an actual full-time permanent work placement program, CVAE often provides positions which become regular jobs after students graduate.

Objectives for Program Personnel	Program Illustrations
PREPARATION AND DISTRIBUTION OF SUMMARY FOR EACH PROGRAM Product Objective 10: To write a three- to four-page document to summarize each guidance, counseling, and placement program developed for Product Objective 9 and to be used for possible ideas and field tests to be conducted during the next school year (or semester). Process Objectives: 10:1 To bring together each program's desired outcomes, objectives, participants, resources, and procedures. 10:2 To obtain suggestions for the format and content of this summary. 10:3 To draft a preliminary copy of the summary. 10:4 To solicit student and staff reactions to this draft and revise it as necessary. 10:5 To print sufficient copies of the summary for distribution. 10:6 To distribute the summary and consider and implement other public relations procedures.	An example of one type of program summary is provided by the Baltimore, Maryland, Placement Services. Every year, the Department Head of Placement for the Baltimore City Schools documents the activities which have taken place in the placement services. This report is submitted to the Maryland State Department of Education, the Superintendent of Public Instruction in Baltimore, the various curriculum committees in the Baltimore public school system, and individual secondary schools in Baltimore. The report contains statistics on the total number of placements. A breakdown is also provided presenting the following specific details: the number of permanent, part-time, temporary and summer, and work-study placements; areas of job classifications; age and sex of the placed students; and salaries earned. Data are also reported by schools, including the number of graduates and the number of student contacts which are made by the placement coordinators. In addition to statistics, the annual report contains a narrative written by the Department Head of Placement which describes critical aspects of the program, summarizes her observations of progress made during the year, and outlines the project's directions for the coming year.

c. Implementation Decisions and Process Evaluation

Implementation decisions are perhaps the most difficult ones in the CIPP model. Once the aims and goals of a career planning and development program are carefully specified, selected students must have ample opportunities to participate in activities that will help them meet their performance objectives. The following types of implementation tasks will increase the likelihood that youths will be exposed to such opportunities:

1. Development and implementation of process objectives for participants and program staff.

2. Delineation and implementation of strategies indicating precisely the functions of all personnel, when and where these functions will be carried out, and how they will contribute to the accomplishment of the agreed-on goals.

3. Selection and design of field test evaluation procedures, instruments, costs, and schedule to implement and measure specific objectives and unexpected side effects during field testing of each proposed program.

4. Selection and in-service development of personnel to implement each program.

5. Preparation of each field test site.

These tasks are detailed in the first four product objectives outlined in this section of the planning process. A final objective focuses on process evaluation of all implementation activities so that decisions can be made concerning the effectiveness, efficiency, and desirability of all aspects of implementation.

Objectives for Program Personnel	Program Illustrations
STATEMENT OF PROCEDURAL OBJECTIVES AND IMPLEMENTATION STRATEGIES Product Objective 11: To have an approved, detailed description of the proposed field test(s) of the basic guidance, counseling, and placement model developed for Product Objective 10. (This product can describe the tasks that program implementers should accomplish in order to ensure that students in selected field test sites have the opportunities to meet their performance objectives specified for Product Objective 7. General tasks could be written as process objectives--for the program developers--while the more detailed ones could be briefly outlined as implementation strategies.) Process Objectives Related to Stating Student and Staff Process Objectives: 11:1 To select tentative school site(s) for field testing prototype programs. 11:2 Using the three-to four-page summary developed for Product Objective 11, to discuss these tentative selections and proposed field test ideas with appropriate district and school administrators and school personnel. 11:3 To make final selection of and receive appropriate authorization for the field test site(s). 11:4 To identify key persons (teachers, administrators, counselors, students, parents, etc.) to assist in achieving Process Objectives 12:5 through 12:8. 11:5 To identify and select those students at the field test site(s) who are representative of major student target populations and who will experience either the experimental programs or various types of control treatments.	The general goals of the Hood River Valley, Oregon, Career Guidance Program (CGP) are to help students: 1. Develop learning skills and acquire the basic knowledge necessary for performance within society. 2. Pursue interests and aptitudes leading to development of an in-depth competency based on aptitudes, interests, and needs. (This will certify students' readiness for placement beyond high school--college, vocational/technical training, or job entry). 3. Progress at their own rate and employ their most effective learning style. Sample student process objectives for accomplishing these goals include: 1. The learner will participate in selection of learning experiences based on diagnosed evaluation of readiness and needs according to aptitudes, interests, and career goals. 2. The learner will receive the knowledge of what his tasks are and what alternatives are available to him. 3. The learner will be an active participant in the learning process. 4. The learner will learn how to adjust and adapt to environmental changes. 5. The learner will participate in the diagnosis and evaluation of his learning process. Sample process objectives for CGP guides (school staff with guidance training) are to: 1. Help the guidee establish cluster goals. The guide will work out long

Objectives for Program Personnel	Program Illustrations
11:6 To write the student process objectives that describe activities students in the field test site(s) will perform to achieve performance objectives in their Programs of Studies.	range module assignments for each guidee as shown in the cluster outlines.
11:7 To list in sequence each task that must be accomplished and develop a timetable of deadlines for all major steps to ensure that implementation of the field test of each program proceeds smoothly and effectively. (Example tasks include guidance unit review, adaptation, development, and production and scheduling of students and school facilities. These general tasks could be written as process objectives to be achieved by the program developers. Example tasks are described in Process Objectives 12:1 through 12:5.)	2. Communicate guidee progress to parents, learners, and concerned staff, defined as daily announcements, grade reports, absence reports, lack of progress, or exceptional progress, through consultation with the assigned guidance resource person when this need is identified. 3. Identify and communicate self defeating behavior (attendance problems, attitudes, etc.) to guidees, staff, and parents. 4. Ensure that the guidee understands standardized tests used in diagnosis through the use of his guidance resource person. 5. Ensure that the guidee meets his guidance resource person biweekly during the first two months of school, on request of the guide, and when specified information is needed. 6. Through group and individual activity, facilitate involvement of the guidee in the school. 7. Be a source of career information.
Process Objectives Related to Stating Staff Implementation Strategies: 11:8 To outline briefly all specific implementation strategies which must be conducted to initiate the field tests and the scheduled dates for completing each strategy. (Such strategies could specify who would perform which unit development and adaptation tasks, what materials would be needed by the unit development team, how and where the completed units would be printed, and how they would be delivered to the field test sites). 11:9 To produce a written detailed description of the proposed field test(s) of the basic guidance, counseling, and placement model developed for Product Objective 10.	Sample process objectives for counselors are to: 1. Be assigned a division of guides and to assist guides in guide activities by acting as a guidance resource person. a. Consult on learning problems of the guidee as requested by the guide. b. Recommend instructional strategies to meet individual needs of learners. 2. Confer with learners on request of the learner or guide on learning, discipline, and personal problems.

Objectives for Program Personnel	Program Illustrations
11:10 To submit this description for review by advisory group(s) in the target area according to agreed-on criteria, make revisions as needed, and receive final approval.	3. Assist learners in establishing placement goals and coordinate placement of learners with the counselor responsible. 4. Diagnose aptitudes, interest, and achievement of all learners and assist learners in conjunction with learners' parents in establishment of a career preparation goal as an ongoing process. 5. Provide instruction in mental health and other areas dealing with human behavior, not to exceed 20% of time allotted. 6. Through the use of a community career information resource file, information from the Department of Labor, and career information pamphlets, provide information for the use of learners and develop a program for its use. Serve as a consultant to staff and assist them in developing career information performance objectives and learning activities in their modules. 7. Maintain records of skill levels achieved by learners following graduation or leaving school. 8. Serve as a guide to learners assigned.

Objectives for Program Personnel	Program Illustrations

DOCUMENTATION AND CLEARANCE OF FIELD TEST EVALUATION, SCHEDULE, AND COSTS

Product Objective 12: To have an approved, written evaluation rationale which describes the evaluation design, procedures, and schedule and lists instrument specifications for assessing the extent to which youths in the field test site(s) achieve their career planning and development goals and objectives.

Process Objectives Related to Evaluation Rationale and Procedures:

12:1 To review available evaluation instruments and techniques such as observation techniques, unobtrusive measures, end-of-unit proficiency tests, criterion-referenced survey tests, attitude inventories, questionnaires, reaction sheets, interview formats, and case study techniques.

12:2 To develop a process and product evaluation rationale for each guidance, counseling, and placement program being planned.

(This rationale should describe the process and product evaluation design, procedures, schedule, and instruments which will be used.)

12:3 To describe the stimulus conditions and performance standards for each student performance objective summarized in Product Objective 7.

12:4 To produce a written statement of the evaluation rationale and schedule for the field test(s).

Process Objectives Related to Field Test Costs:

12:5 To collect final information on the costs of implementing, evaluating, and revising all aspects of the proposed field test programs as well as preliminary cost estimates for all staff assessment and development procedures (see Product Objective 13).

Staff of the Lenawee Vo-Tec Center in Adrian, Michigan, have outlined its evaluation rationale by defining evaluation as an integral part of its program, as follows:

> The success of the program will be evaluated in terms of the number of graduates available for placement who were placed in job situations and by examining the effects of services to persons the Office was unable to place. These services include additional counseling, further training, and assistance from consultants. All of the objectives of the program lead to this final evaluation.

Procedures specified for evaluating the Center and its Placement Office are coordinated by a full-time researcher who works in several ways to allow the Center to provide the best services possible.

Program evaluation will come first from a monthly evaluation of all students working on a Co-op (part-time work experience) position. Records will be submitted by the employer to both the student and his instructor/coordinator. Standardized forms will be used to encourage full and comparable information. This will provide valuable feedback to the student, but also will tell the instructor how useful the training has been and where the weak points have been. Also, the information will be conveyed to the Placement Director, who can assess it in making judgments about placing appropriately trained students in appropriate job slots.

Second, a yearly follow-up study of graduates will be made in order to assess their employment status and needs and their satisfaction with the Center's programs. Questionnaires will be sent out in September each year, and all graduates will be surveyed. At least a 95% response

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12:6 To budget for activities in the first semester or year of the proposed field tests. 12:7 To list cost estimates for each goal statement and student performance objective. 12:8 To submit the statement of the evaluation rationale and schedule from Process Objective 12:4 and field test costs from Process Objective 12:7 for review by the advisory group(s) in the target area according to agreed-on criteria, make revisions as needed, and receive final approval.	level will be achieved, through follow-up activities if necessary. Comparisons will be made of graduates' jobs and current plans and their previous training. Again, standardized forms will be used, comments will be encouraged, and a report will be made generally available. Three- and five-year follow-up studies will constitute a third form of evaluation. These will survey all current students, every tenth parent, all Occupational Advisory Committee members, all county employers who participate in the Co-op Program, and all Co-op participants (students). The purpose of this evaluation is to gather respondents' reactions to the Center in general, the particular courses and programs, the adequacy of the placement service, and so on.
STAFF SELECTION AND COMPETENCY DEVELOPMENT Product Objective 13: To have trained professional and paraprofessional personnel who will implement the proposed guidance field tests. Process Objectives Related to Staff Selection: 13:1 To analyze the tasks and related responsibilities which professional or paraprofessional personnel (e.g., the actual program implementers: teachers, counselors, or parents). must perform to successfully implement each guidance program in the field test site(s) successfully. 13:2 To identify the competencies required for successful performance of each task and responsibility analyzed in Process Objective 11:7. 13:3 To design and implement procedures for helping available candidates assess their current competencies in respect to those competencies required of field test professional and paraprofessional personnel.	In Florida, an act relating to occupational specialists became law in 1970. Specific criteria for selection and training of these specialists were developed. Occupational specialists are chosen on the basis of maturity, experience in a field outside professional education, and ability to relate to young people. No formal education beyond high school is required. Qualification as a specialist is dependent on satisfactory completion of an occupational specialist training program, recommendation by the school superintendent in the district providing the training, and approval by the district school board. State funds for specialist training are available on submission of an acceptable training plan, which includes: 1. Procedures and criteria used in identifying selected trainees. 2. Competencies needed. 3. Competencies to be developed. 4. Experiences to be provided for developing competencies.

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13:4 To identify other persons available for implementing each guidance program in the field test site(s). Candidates to become counseling personnel in the guidance system include counselors, teachers, peer counselors, administrators, paraprofessionals, and personnel with work experience (including personnel from business and industry and volunteers).

13:5 To identify state certification requirements or school system constraints which might preclude the selection of certain candidates, and consider all possible ways that these candidates could participate in each guidance program given the existing requirements and constraints.

13:6 To select counseling personnel to implement each guidance program in the field test site(s) and decide whether they need in-service or preservice training for the tasks for which they will be responsible.

Process Objectives Related to Staff Competency Development:

13:7 To identify competencies not yet achieved by selected counseling personnel, and to convert all statements of such competencies into product objectives and process objectives (describing what they must do to achieve these competencies) for a training program.

13:8 To identify available competency-based training programs appropriate to the required competencies listed in Process Objective 13:2.

13:9 To adapt or produce training programs and units where current ones are not available or appropriate.

5. Length and estimated costs of the training program.

6. Evaluation procedures to be used in measuring the effectiveness of the training program.

Districts' proposed programs for training occupational specialists may include, but are not limited to:

1. An internship program by one or more school districts in cooperation with a community college or institution of higher learning.

2. A program developed in cooperation with community agencies, businesses, industries, and the Florida Department of Education.

Fourteen competencies are specified as required of occupational specialists. Activities and evaluation strategies are suggested, and training modules have been developed. A few of the competencies together with a suggested activity and a suggested evaluation strategy are presented below as examples:

1. Competency: Can demonstrate knowledge of the decision-making process required in vocational choice.

   Activity: An eight-hour workshop including lectures and small group discussion.

   Evaluation: Each participant will complete each objective and compare responses with provided response sheets.

2. Competency: Can communicate positively with youth and peers.

   Activity: After each participant has attended a three-day Communications Skills Workshop, he will participate in a one-day workshop where he will listen to a resource person, view interviewing sessions, critique interviewing sessions, and conduct interviewing sessions.

   Evaluation: Group feedback.

Objectives for Program Personnel	Program Illustrations
13:10 To supply all instructional resources and coordinate their use with staff and develop training schedules. 13:11 To pilot test all training procedures and materials with two to three staff members and to revise them as necessary. 13:12 To train those counseling personnel who do not have the competencies they will need. (In essence, this will be a more complete field test of the training programs. Suggestions for training improvements should be collected for later use in Process Objective 15:5.)	3. Competency: Can effectively use community resources from business, industry, and service organizations as they relate to occupations. Activity: Participants will attend three 4-hour sessions where information will be presented. They will complete two modules on community resources and discuss materials with teammates. After the session each participant will visit a minimum of three community agencies and retrieve the requested information. Evaluation: From a provided checklist, each participant will identify appropriate measures to enlist community support.
PREPARATION OF FIELD TEST SITE(S) Product Objective 14: To have selected school site(s) which are equipped with the materials and resources needed to implement each guidance program in the field site(s). Process Objectives: 14:1 To identify, select, and train personnel in skills required to develop or adapt the student learning units and other materials which will be used in the field test site(s). 14:2 To develop new learning units and instructional counseling and evaluation materials and to modify existing units and materials to the needs and characteristics of students in the field test site(s). 14:3 To pilot test with a small group of students each unit and material developed in Process Objective 14:2 and to revise them as necessary. 14:4 To print and deliver to the schools sufficient quantities of each unit and material.	The main objective of the Troy, California, High School Career Development Center (CDC) is to help students in the process of career decision-making. The center houses all tests, materials, and programs related to helping students with their decisions. The center is a carpeted 40 foot by 32 foot multipurpose classroom. Students use the center on a drop-in basis. Center staff includes a General and Vocational Work Experience Coordinator, an Exploratory Work Experience Coordinator, a Work Experience Aide, an R.O.P. Coordinator, an Operation Bridge Coordinator, Life Decision-Making Teachers, community volunteers, career center student aides, and Neighborhood Youth Corps representatives. Ten types of tests, games, and surveys are provided to help students determine their aptitudes and interests. In the area of occupational information dissemination, the Center has films, videotapes, filmstrips, tapes, continuous film loops, slides, books, pamphlets, microfiche (VIEW), a listing of all jobs in the Orange County area (updated yearly), manuals for students, career kits and

Objectives for Program Personnel	Program Illustrations
14:5 To order and deliver to the schools other necessary materials and equipment (e.g., commercial materials, tape recorders, and filmstrip viewers).	games, career guides, Learning Activity Packages (LAPS), and reference manuals for counselors. All materials are updated and supplemented regularly. The Center is used for teaching a Life Decision-Making Course. It also offers programs for the benefit of students in vocational training, occupational exploration, and exploring the world of work. Students may use the following materials in conjunction with the college counselor to help with their college choices: College View Deck (all colleges), college catalogs, Admission Search Kit, College Admissions Data Book, and books and pamphlets related to colleges and scholarships. A wide range of eight types of equipment is available in the Center.
CONDUCTING PROCESS EVALUATIONS Product Objective 15: To have each guidance, counseling, and placement program operate as described in its process objectives and produce limited, if any, negative side effects. Process Objectives: 15:1 To implement each proposed program as described in its process objectives. 15:2 To collect data periodically on the rate of each student's progress toward the goals and objectives outlined in his or her Plan of Action. 15:3 Periodically using structured and unobtrusive measures outlined in the evaluation rationale in Process Objective 12:4 to collect data on the extent to which each program's staff is implementing the methods, media, materials, and the time schedule outlined in the staff process objectives.	The Youth Career Action Program (YCAP) in San Jose, California, operates in accordance with specific objectives developed by its staff and administrative cabinet (with input from a research and development agency). Process objectives are identified for the following populations: (1) the young people who constitute YCAP's participants, (2) YCAP staff members, and (3) YCAP cabinet members. Each process objective outlines activities and tasks which should be conducted in order to bring about a specific, measurable outcome of the program. Depending on the particulars of a certain process objective, its implementation is carried out either by the staff or the cabinet. In September of 1972, YCAP contracted with an outside reaearch and development group for an evaluation of YCAP activities from July 1972 to June 1973. The purpose of the evaluation project was to provide YCAP's Administrative Cabinet and staff with the decision-making input needed for continuing improvement of the program.

Objectives for Program Personnel	Program Illustrations
15:4 To revise program methods, media, materials, and schedule as necessary on the basis of formative evaluation data collected in Process Objectives 15:2 and 15:3. 15:5 To consider whether it is necessary on the basis of these process evaluation data to modify student performance objectives before completion of the program(s) being field tested. 15:6 To summarize the results and implications of the periodic process evaluations outlined in Process Objectives 15:2 through 15:5. 15:7 To submit this description for review by the advisory group(s) in the target area according to agreed on criteria, make revisions as needed, and receive final approval.	Evaluation instruments with items keyed to each objective were designed and administered. These included: 1. An interview questionnaire and attitude inventory for a 10% random sample of clients. 2. An interview questionnaire and attitude inventory for staff members. 3. An interview questionnaire for project director. 4. An interview questionnaire for cabinet members. 5. An interview questionnaire for community, school, and agency representatives. In addition, information obtained from interviewees' personal comments and detailed behavioral incidents supplemented the highly subjective, although objectives-related, data. Critical incidents reported by interviewees were the primary measures of unanticipated side effects of the program. For example, it was found that few negative incidents were reported. Positive unexpected outcomes included the lack of client fights at the YCAP Center, the lack of thefts (even though the center was inadvertently left unlocked one weekend), the lack of drug problems, and the lack of vandalism. In addition, YCAP unexpectedly had to restructure its educational component to meet the needs of 15 to 16 year olds who started coming in increasing numbers during the year. Currently, the YCAP staff and cabinet are in the process of digesting and discussing the results and recommendations of this recent formative evaluation. Priorities concerning major changes or new emphasis and plans for implementation will be determined.

e. Proactive and Reactive Decisions and Product Evaluation

The purpose of evaluation is to improve a product or to improve a process which will improve a product. Although this line of thinking has long been used in the business world, it has frequently been considered to be too mercenary and "cold" an approach to be used in education and career guidance. However, the efficiency and effectiveness of programs can be improved without losing sight of the individual and his needs. To generate data required for such decision-making in no way threatens a person's individuality. On the contrary, all planning requires decisions and all decisions can be enhanced by input of relevant information. The two product objectives presented in this section recommend that careful product evaluation be implemented and that summary reports of all relevant data be prepared to assist program personnel in making responsible decisions and to assist them and others in planning programs fitted to student career planning and development needs.

A report is final only to the extent that it presents summary data that can be recycled to terminate programs or fed forward to produce further input into subsequent programs of intervention. The analysis and presentation of data must be such that decision procedures can be specified and described. A number of further decisions can then be made on the basis of product evaluation producing such data. For example, such decisions can be made on:

1. Additional qualifications required of counseling personnel and how further staff development can be achieved.

2. Available resources that need modification and means of providing new resources.

3. Provisions for modifying and revising a program of career planning and development that will permit the achievement of both individual and institutional objectives.

4. Types of follow-up programs required to ensure that the intervention has had permanent effects in the real world.

Final reports must address themselves to the way in which the cycle of context, input, process, and product decision-making and evaluation has functioned as an effective unit. It will always form the basis for prediction (vision), and decision leading to a viable set of alternatives to meet human needs.

Objectives for Program Personnel	Program Illustrations
CONDUCTING PRODUCT EVALUATIONS OF COST-EFFECTIVENESS Product Objective 16: To have cost-effective guidance, counseling, and placement programs that successfully meet the changing career planning and development needs of youths as well as the changing needs of society. Process Objectives: 16:1 To collect, analyze, and summarize product evaluation data as outlined in Process Objective 12:4. Such data should indicate the impact of each program on the participants, staff, and significant other persons. However, these data should not be limited to evidence related to the predetermined objectives of each program and its participants. Considerable attention should be devoted to gathering information on unexpected side effects (positive and negative) that each program creates either on people participating in the program or on the context in which each program is implemented. Also considered should be follow-up studies of samples of participants to determine the relative effectiveness of each program's materials and procedures over a longer time span. All students who sought placement in a post-school setting should be followed up to collect data on the effectiveness of school placement services and to ensure that each student has successfully oriented himself to his new setting. 16:2 To collect, analyze, and summarize cost data related to cost per participant and cost per goal statement or objective, as suggested in Process Objective 12:7.	The summative evaluation of the Career and Educational Planning (CEP) program in San Jose, California, was conducted to demonstrate the program's effectiveness in helping students achieve their program-related goals and objectives. The results of the program were determined on a pretest and posttest basis. Criterion referenced, multiple-choice tests were developed, with approximately four test items relating to each objective of the program. Students were randomly assigned to either the experimental group which participated in the Career and Educational Planning Program, or to a control group. Three sets of experimental and control students participated in the evaluation of the CEP program. The results of these pretests and posttests taken by experimental and control students provided data for evaluation of the program. These data were analyzed to determine the program's effectiveness in the following way. First, a criterion level for achieving each objective was set. Usually, the criterion required students to answer correctly at least three of the four questions related to each objective. Then the two sets of results (pretest and posttest) for each student were compared for each objective. The number of students in the control group and the number in the experimental group who fell into each of two categories were determined. The first category included students who failed to achieve an objective on the initial test but did achieve it on the second. The second category included those students who failed to achieve an objective on both tests, achieved the objective on both tests, or achieved it on the first test but failed to achieve it on the second. The Chi Square statistical technique was used to determine if differences between the control and experimental groups in the number of students in each category were significant at least at the $p < .05$ level.

Objectives for Program Personnel	Program Illustrations
16:3 To study the relationships of impact and cost data summarized in Process Objectives 16:1 and 16:2.	If the differences were significant, the program was considered effective in helping students achieve the objective under question.
16:4 To summarize and display cost-effectiveness ratios on the basis of data reviewed in Process Objective 16:3.	
16:5 To present reports of these summaries (from Process Objectives 16:1 and 16:4) for review by the advisory group(s) in the target area according to agreed-on criteria, make revisions as needed, and receive final approval. At the same time, the advisory group(s) should join each program's staff in making proactive and reactive decisions summarized below in Process Objectives 16:6 and 16:7.	
16:6 To make proactive (or feed-forward) decisions based on available cost-effectiveness data. Such decisions would include general "go-no go" alternatives concerning each program's future. Programs which will be maintained without revision or with modifications will need decisions necessary to produce or revise program methods, media, and materials.	
16:7 To make reactive (or feedback) decisions based on available cost-effectiveness data. Such decisions could entail identifying effective and ineffective aspects of each program on issues such as adequacy of funds; appropriateness of the problem definition, needs assessment data, and objectives; benefits of methods, media, and materials used; acceptability of the time schedule, program management, and program budgeting; adequacy of the facilities; validity of the evaluation design, procedures, and instruments; and acceptability of the techniques used to calculate cost-effectiveness ratios.	

Objectives for Program Personnel	Program Illustrations
16:8 To continue to implement, improve, and readminister revisions of each guidance program as well as staff development programs while: (a) adapting them to the changing needs and characteristics of the targeted youth and (b) extending the complete guidance, counseling, and placement system to priority programs not implemented in initial field tests.	
CONDUCTING PRODUCT EVALUATIONS OF COST-EFFICIENCY	
Product Objective 17: To have guidance, counseling, and placement programs using the most cost-efficient procedures for helping youths achieve their career planning and development objectives.	No examples of cost-efficiency analyses of guidance, counseling, and placement programs could be found. A computerized guidance system, the Computerized Vocational Information System (CVIS) at Villa Park, Illinois, has been subjected to preliminary evaluations entailing comparative designs. In addition, CVIS seems to have more specific and valid data on costs than any other sophisticated computer-guidance system. It is reported that CVIS costs $18,000 per year for a six-terminal, two-printer installation which serves 3,450 students. Total cost divided by student enrollment yields a per-student cost of $5.30. A human counselor in the building for each student costs $60 per year per student. Total cost of the system per year divided by student users yields a cost of about $2 per student hour, and this calculation includes a host of on-line functions at no extra cost.
Process Objectives:	
17:1 To design, schedule, and implement one or more cost-efficiency studies (using experimental or quasi-experimental designs) of selected methods, media, or materials used in each program implemented in the target area. In this context, cost-effective analysis entails a comparison of the degree to which a single strategy or program meets its predetermined objectives using specified resources required to produce those outcomes. On the other hand, cost-efficiency analysis entails a comparison of multiple strategies or approaches for receiving the same objectives as related to their separate input resources.	Three evaluations have been made of the CVIS. One study found that the CVIS and counselors did not produce differential effects on the occupational plans of sophomores with low levels of ability. A second study compared the course registration effects of counselors and the CVIS. This one found no significant differences between counselor- and computer-scheduled students on four
17:2 To collect, analyze, and summarize product evaluation data (as outlined in Process Objective 16:1) and cost data (as outlined in Process Objective 16:2) on the methods, media, and materials being experimentally investigated in each approach.	

Objectives for Program Personnel	Program Illustrations
17:3 To study the relationship of impact and cost data summarized in Process Objective 17:2. 17:4 To summarize and display cost-efficiency ratios comparing the approaches that were investigated. 17:5 To present reports on this summary for review by the advisory group(s) in the target area according to agreed-on criteria, make revisions as needed, and receive final approval. At the same time, the advisory group(s) should join each program's staff in making reactive and proactive decisions such as those summarized in Process Objectives 16:6 and 16:7. Cost-efficiency studies enable program staff to identify what approaches are most effective with what youths and under what conditions.	dependent variables: (1) students' understanding of information relevant to course selection, (2) students' reactions to their course selection experiences, (3) evaluations of student course selections by a panel of five counselors, and (4) subsequent course changes made by students. Another study compared the CVIS with a no-treatment approach (or regular counseling only) on four dependent variables, all derived from students' responses to a Vocational Plans Questionnaire and a Career Development Inventory (CDI). These variables are: (1) number of occupations that students report as options for them; (2) students' perceptions of the degree of congruence between their educational-vocational plans and their abilities and achievements; (3) the range and accuracy of students' occupational information; and (4) students' vocational maturity, operationally defined by composite scores on three CDI scales (awareness of the need to plan, knowledge and self-reported use of career planning resources, and information on career decision-making). When both instruments were administered on a pretest and posttest basis, this study found no significant differences between the effects of the CVIS and no-treatment (or regular treatment) conditions on the first two variables. However, it is reported that the CVIS had significantly more impact in terms of the third and fourth variables (except on the decision-making subtest of the CDI).

After defining a minimum list of six assumptions which must underlie a comprehensive career guidance system, Chapter 2 suggests that each individual's career develops and can be affected by different educational and counseling activities. It also suggests that career education must be integrated in the total educational context so that it is aimed at the areas of education, occupation, personal and social behavior, learning how to learn, social responsibility, and leisure, all of which play their role in life. Skills in effective personal planning and development cannot be acquired unless guidance programs emphasize all of these career areas.

Similarly, guidance, counseling, and placement services must not overemphasize program planning needs of the system. The model presented in the preceding pages of this chapter is a framework for planning, structuring, and evaluating interventions. The system aspect of the model has been described previously. Ways in which the model can be used to help individuals plan for and meet their own needs are considered here.

There is ample evidence that the goal of helping youths to become self-initiating, self-correcting, and self-motivating persons is often not achieved. Rather than as a result of a lack of good intentions, this failure occurs when youths are not sufficiently involved in the career planning and evaluation process. Behavioral change or development occurs only when recipients of an educational venture are involved in planning, needs assessing, goal setting, conducting activities, and evaluating and when they can see how these activities relate to and enhance their life activities.

A practical career guidance system must: (1) help in the planning of programs and (2) ensure that the individual remains a central entity in its programs. Since it focuses on the needs of individuals, the planning-evaluation model presented earlier in this chapter provides a framework for achieving this aim that will ensure that the wishes and needs of students are not contradicted or overshadowed by those of the system.

The intention of this report is not to present a detailed plan of the ways in which individual students can use the planning-evaluation model to meet their own needs. Nevertheless, ways in which the model can be adapted for students' use as a guide in personal problem solving are outlined by relating each of the four phases of the CIPP model to possible youth activities and citing a few examples of such activities.

f. Relationship of CIPP Model Phases to Youth Activities

1. Context Evaluation

In this phase, the student must make a preliminary judgment as to what he wants to achieve. This judgment will derive from knowledge of the context in which he finds himself. He must include data about career opportunities, his personal characteristics, and his decision-making skills. This is basically the needs assessment aspect of his case which forms the basis for preparation of his own long and short range goal statements and the method by which he expects to achieve these goals. The career guidance aim is not to set these goals for the student but to help him perceive his needs clearly,

define possible alternatives, and supply adequate resources for effective planning and implementation.

2. Input Evaluation

Although evaluation of the context provides the student with a broad overview of career needs and desires that he might consider, the second phase of the model requires that he specify his objectives in detail. These objectives must then be classified into meaningful groups (e.g., vocational, educational, social responsibility needs) and then ranked according to his priorities. The next step requires that he design procedures (as stated in process objectives) that will allow him to meet his high priority needs and devise means that will inform him on the extent to which his objectives have been achieved. In other words, he asks himself where he wants to go, how he can best get there, and how he will know that he has arrived. Input evaluation allows for feedback to each student's own model in that failure to achieve any aspect of it can constantly be monitored by him so that he can adjust his plan of activities.

3. Process Evaluation

In this phase of the personal planning application of the CIPP model, the student carries out the activities he proposed. This may involve projects of various kinds, development or study of resource materials, interaction with individuals or groups, or actual work activities. If the evaluation procedures he has developed are sufficiently sensitive and comprehensive, he will be able to judge the effectiveness of the activities and the extent to which they contribute to his development as specified by his statement of career goals and objectives.

4. Product Evaluation

The individual must apply the principles of summative evaluation to determine what his activities have achieved. To make this application, he must present all of the data he has collected, analyze his procedures and results, specify the decisions to which these results have led, and indicate how these are relevant to the original problems or aims he specified. This phase completes the feedback loop of the model and provides impetus for further action, which entails recycling through the planning, structuring, and evaluation process.

This process is the basic process in self-initiating, self-correcting, self-motivating living. When the person applies this model repeatedly to his own decisions, he integrates practical career guidance whether or not he is noncollege-bound. In this way, he becomes purposeful. His career guidance, counseling, and placement programs have become individualized, personal, and capable of operation at will.

APPENDIX

PROJECT PURPOSES, PROCEDURES, AND PRODUCTS

a. Project Purposes

This project, commissioned by the U.S. Office of Education's Office of Planning, Budgeting, and Evaluation, had three purposes:

1. To produce a literature review intended to synthesize evidence on the realignment of practical career guidance, counseling, and placement for noncollege-bound students that has occurred since 1968. The review assumes that the target audience will be those who determine or administer educational policy concerning needed realignment.

2. To identify and analytically describe guidance, counseling, and placement programs that are suitable for replication and appear to meet the needs of the noncollege-bound population.

3. To outline and illustrate a planning-evaluation model that decision makers may use in developing local career guidance, counseling, and placement programs.

b. Project Procedures

1. To accomplish the first purpose listed above, project staff identified literature from a wide variety of sources. Literature with which the authors were familiar was augmented in several ways:

   (a) A sub-contract with Dr. Garry Walz and associates from the ERIC/CAPS center at the University of Michigan was let. They undertook a comprehensive search and developed an extensive bibliography of all available sources of information, coversing such sources as ERIC, School of Research Information Services, Dissertation Abstracts, and specific information services of the different relevant professional societies. They developed an index for all materials using ERIC descriptors and they provided source documents and microfiche on all references which were not readily available through existing resources.

   (b) A panel of 10 consultants who are experts in the various career guidance, counseling, and placement areas furnished many key documents which had not surfaced in the ERIC/CAPS center search. The consultants and their respective areas of expertise are listed on the following page.

i.	Gene Bottoms Georgia State Department of Education	Statewide coordination of career guidance, counseling, and placement programs
ii.	Lillian Buckingham Baltimore Public Schools	Job placement programs
iii.	William L. Cash, Jr. University of Michigan	Counselor education
iv.	Norman C. Gysbers University of Missouri	Career development theory
v.	Virgie Harris Northwest Regional Educational Laboratory	Career guidance programs nationwide
vi.	Donald Healas Cleveland Public Schools	District level administration of vocational and technical education programs
vii.	Anita Mitchell Culver City (California) Schools	Planning, implementing, and evaluating career guidance programs
viii.	Charles Nichols Minneapolis Public Schools	District level administration of vocational and technical education programs
ix.	Jean D. Thomas Foothill (California) Community College	Counseling the noncollege-bound
x.	JoAnn Harris Willowbrook (Illinois) High School	Computerized vocational information systems

(c) Staff obtained documents from the directors of comparable projects that either had searched or were searching the country for career education and guidance programs and materials. The titles and locations of these projects are:

i. "Assessing, Documenting, and Describing Career Education Programs," conducted by the National Center for Occupational Education at North Carolina State University.

ii. "Current Practices and Programs in Guidance and Counseling in the United States," a survey conducted by the Northwest Regional Educational Laboratory at Portland, Oregon.

iii. "Career Development Guidance, Counseling, and Placement Project," conducted by the University of Missouri-Columbia.

(d) Staff obtained relevant documents from USOE and HEW personnel serving as information advisers on this project.

The review focused on documents produced after 1968, but key references generated before that date were also considered. All documents identified were screened by the project director to determine those most directly related to a set of 10 hypotheses, six of which were written by USOE to guide the review. The six USOE hypotheses were:

(a) Women, minority students, and students from low income families have not obtained occupational information and assistance in relating their abilities and interests to career options and specific skills training programs.

(b) Placement services operated within the school improve school accountability, promote and enhance the relationship of the school with business, industry, and other agencies providing jobs for students.

(c) Current experiments with computerization of information for counseling and guidance purposes do not appear to be cost-effective; other media, methods, and materials must be developed to provide career information.

(d) The education and training of guidance counselors have not prepared them to perform the practical career guidance and counseling needed by the noncollege-bound.

(e) Credentialing requirements inhibit employment of personnel with work experience and paraprofessionals who might be able to bring practical career information and activities to the noncollege-bound.

(f) The functions of guidance and counseling personnel working with the noncollege-bound students have not been realigned to provide practical career guidance services.

Staff also reviewed the literature with the following four hypotheses in mind:

(a) The target student populations (including the subpopulation of noncollege-bound students) have been clearly delineated, and their priority career guidance, counseling, and placement needs have been identified.

(b) Program product objectives have been stated in terms of measurable student outcomes derived from priority youth career guidance, counseling, and placement needs.

(c) Program process objectives have been stated in terms of instructional and counseling procedures and materials appropriate to assisting students to attain desired outcomes, and implementation

strategies have been planned in terms of the counseling personnel services and school resources required to implement process objectives.

(d) Program product objectives have been met, program process objectives have been achieved, and program implementation strategies have been employed as planned at an acceptable cost per student.

Approximately 350 documents such as proposals, final reports, progress reports, curriculum guides, journal articles, convention papers, newsletters, books, tapes, and personal communications were read and abstracted. Copies of vital documents were filed for easy reference. Then, outlines for two introductory chapters and chapters referring to each of the six USOE hypotheses were produced; when these were approved, preliminary drafts of each chapter were developed. Drafts were reviewed by the project monitor and members of the Panel of Consultants who were expert in the areas under discussion. Consultants suggested revisions and additional relevant documents which were incorporated into the review.

The monitor and consultant reactions combined with an in-house review of all chapters resulted in the following changes:

(a) The two introductory chapters were combined and revised extensively.

(b) The chapter dealing with hypothesis (f) was expanded into a concluding chapter that contained a summary of the entire review as well as a discussion of hypothesis (f).

(c) An executive summary was drafted and printed separately from the literature review.

The final activities in this phase of the project included:

(a) A bibliography of all documents actually cited in the literature was compiled and added to the literature review.

(b) Final comments of reviewers at the Office of Education and the National Institute of Education were incorporated before the literature review and summary were printed.

2. To achieve the second purpose listed earlier, project staff collected information on potentially illustrative career guidance, counseling, and placement programs by several strategies:

(a) Some documents obtained through the literature review described program possibilities.

(b) Staff received documents and recommendations from the project's Panel of Consultants.

(c) Directors of comparable projects that either had searched or were searching for exemplary career education and guidance programs submitted program documents and recommendations.

(d) Similar input was received from USOE and HEW personnel serving as informal advisers on this project.

(e) Consultants listed in items (b) and (d) above suggested the names of local, state, regional, and national leaders in the field of career guidance, counseling, and placement who provided information on existing (but little known) programs.

(f) Recommendations on potential programs were gathered from some state directors of pupil personnel services, state directors of vocational education, and state chairmen of advisory councils on vocational education.

(g) Printed documents and recommendations were received from project staff who have been accumulating such information over the past five years.

A letter was sent to every program which was recommended through the strategies outlined above. In all, 185 letters were sent and 134 responses were received. Of these, 125 agreed to cooperate, while the other 9 declined. Program materials which were received were cataloged and address cards were made on all nominated programs.

On October 25, 1972, materials from the approximately 80 programs that had agreed to cooperate and had sent in packets by that time were reviewed according to the standard criteria listed below:

(a) Program was functioning in a public secondary school (grades 9-12).

(b) Program was aimed at some aspect of the career guidance, counseling, and placement needs of noncollege-bound youth (students who have goals other than obtaining a four-year baccalaureate degree).

(c) Program was operational for at least a year (since September 1971).

(d) Program was school-based rather than district-, county-, or state-based. It had to be operating in one school which could be visited.

(e) Program was aimed in part at least at one of these areas:

i. Employed paraprofessionals and personnel with work experience who are able to bring about practical career information and activities to the noncollege-bound.

ii. Employed counselors whose education and training have prepared them to perform the practical career guidance and counseling needed by the noncollege-bound.

iii. Had realigned the functions of guidance and counseling personnel working with the noncollege-bound students (including women, minority students, and students from low income families) to provide practical career guidance services (the provision of occupational information and assistance in helping students relate their abilities and interests to career options and specific skills training programs).

iv. Operated placement services within the school to improve school accountability and to promote and enhance the relationship of the school with business, industry, and other agencies providing jobs for students.

v. Utilized cost-effective ways (including computerization as one possibility) for presenting career guidance information to students.

From the total of 80 programs, 36 were selected for more intensive review by seven project consultants and one USOE consultant during work sessions at AIR Palo Alto (California) offices on 26 and 27 October. A Program Analysis Checklist and Program Analysis Summary were developed for these consultants to use in reviewing and rating the 36 programs. In numerous instances, consultants indicated that the program materials available were not prepared in light of the screening criteria, thus making it difficult to get at the actual merits of these programs. In addition to those screened through this process, the 36 programs which were reviewed and rated by consultants in October were reviewed again by project staff. This insured that all 36 were rated in the same manner.

Between 25 October and 15 January 1973, about 45 additional programs submitted materials. These program materials were screened according to both the standard criteria listed above and the procedures used by project consultants and staff.

Approximately 28 programs passed the screening process and were entered into the final selection process in which criteria displayed in the box below were employed. These criteria amplified and supplemented those used earlier, and represent the additional knowledge staff gained from completing the literature review phase of the project.

PROGRAM ANALYSIS CRITERIA

I. Were special selection procedures developed to choose counselors for this program?

   A. Were counselors who have had work experience outside of education selected for this program? (Describe selection criteria and nature of resulting work experience of staff.)

   B. Were counselors who have had special training in career guidance selected for this program? (Describe selection criteria related to special training.)

   C. Were counselors working in this program provided with in-service training in relevant aspects of career guidance? (Describe in-service training provided that relates to program goals.)

II. In this program, do support personnel assist the counselor or other professional staff in providing practical career guidance services to the noncollege-bound?

   A. Were support personnel with work experience outside education chosen for the program?

   B. Were support personnel with special training in career guidance chosen for the program?

   C. Were support personnel with knowledge of and skill in the community chosen for the program?

   D. Were members of those racial minority groups heavily represented in the program's sample population chosen as support personnel?

   E. Were any other characteristics considered in selecting support personnel for the program? (Describe.)

   F. Was the role of the support person and his relation to the counselor clearly defined before or at the onset of the program?

   G. Was an orientation for the support person and the employing counselor conducted?

   H. Has in-service training been made available to support personnel to develop their skills?

   I. Is the support person involved in planning for and evaluating his own activities.

(continued)

J. Is there evidence that support personnel actively contribute in providing career guidance services to students (rather than only serving to relieve the counselor of low-level clerical functions)?

III. Do individuals of the following groups make up a portion of the sample population?

A. Women students? (If yes, indicate % of women students in sample population and answer Section D.)

B. Minority students? (If yes, indicate % of minority students in sample population and answer Section E.)

C. Students from low income families? (If yes, indicate % of low income students in sample population and answer Section E.)

D. Is this program aimed at meeting the practical career guidance needs of women students?

1. Does this program provide women with information on their personal characteristics? (If yes, specify instruments where possible.)

2. Does the program focus on developing a positive self-concept in women?

3. Does the program focus on developing a sense of agency in women?

4. Does this program provide women with information on occupations and training opportunities?

5. Is information which is provided up to date and based on employment projections?

6. Is a wide range of potential occupations presented? (Are stereotypes avoided?)

7. Are women encouraged to examine the possibility of combining a career with the role of homemaker?

E. Is this program aimed at meeting the practical career guidance needs of minority students and/or students from low income families?

1. Does this program provide students with information on their personal characteristics? (If yes, specify instruments where possible.)

(continued)

2. Does the program focus on developing a positive self-concept in students?

3. Does the program focus on developing a sense of agency in students?

4. Are students acquainted with both their own and the dominant cultures and the potential conflicts between the two?

5. Does this program provide students with information on occupations and training opportunities?

6. Is information which is provided up to date and based on employment projections?

7. Is a wide range of potential occupations presented? (Are stereotypes avoided?)

8. Is training in reading, writing, and arithmetic provided?

9. Does the program employ counselors or paraprofessionals who are of the same ethnic group as the minority students or who come from low income backgrounds?

IV. A. Does this program operate a school-based placement service for non-college-bound students? (Describe.)

B. Does this program operate a school-based follow-up service for non-college-bound students? (Describe.)

C. Are data available related to how either of these services meet the career planning and development needs of noncollege-bound youth? (Describe type of data, collection procedures, and nature of related needs.)

D. Are data available related to how either of these services meet the needs of the school system? (Describe type of data, collection procedures, nature of related needs.)

E. Are data available related to how either of these services meet the needs of groups outside the school? (Describe nature of data, collection procedures, and related needs.)

F. Are data available on how either of these services help the school's (or district's) relationship (image, interface, cooperation) with the community in which it is located (especially with the businesses, industries, and other agencies which provide jobs for youth)? (Describe nature of data, collection procedures, relationships affected.)

(continued)

G. Is there any evidence that the school (or district) has realigned its resources and/or the functions of its staff in order to provide placement and/or follow-up services? (Describe nature of data, collection procedures, and realignments affected.)

V. Does the program utilize computers and/or other media, methods, and materials for presenting career guidance information and activities to students? (Describe.)

A. Are data (including expert opinion, clients' reactions, etc.) available on the relevancy of each specific resource to:

1. the identified needs of students who use them?

2. the identified characteristics (e.g., reading level, interests, developmental state) of those students?

B. Are data available on:

1. the cost per student of each specific resource?

2. the impact (effectiveness) of each specific resource on each student (or group of students) who utilizes it?

3. the relationship of costs and benefits?

4. the ratio relationship between costs and benefits?

VI. Does the program focus on helping students?

A. Are definitions written of the type of student (target population) that the program is designed to serve?

B. If all students in the target population cannot be served by the program, are the procedures written to be used for choosing the individual students (sample population) who will participate in the program?

C. Are students' career guidance needs defined?

1. Are the needs of the target population of the program identified?

2. Are the needs of the sample population of the program identified?

D. Was data collected on the career development status of each student in the sample population at the point when he enters the program?

(continued)

E. Were the goals of the project stated in terms of desired outcomes for students (student product objectives)?

1. Are these student outcomes related to the needs of the students that were identified above? (If the answer to question C above was "no," the answer to this question must be "no" also.)

2. Are these student outcomes stated in measurable, behavioral terms?

VII. Were procedures for implementing the program defined?

A. Was what students must do in order to achieve the desired outcomes of the program stated in the form of student process objectives?

B. Were process objectives related to identifying, acquiring, or using relevant program materials stated?

C. Were process objectives related to identifying, acquiring, or using relevant institutional resources for the program stated?

D. Were process objectives related to identifying, acquiring, or using staff competencies necessary to the program stated?

VIII. Was the program evaluated?

A. Was evaluation data collected related to whether or not program product objectives have been attained?

B. Was evaluation data collected related to whether or not program process objectives have been attained?

C. Were the results of analyzing the above types of evaluation data used to improve the objectives, implementation procedures, or evaluation procedures of the program?

IX. Is the program transportable to other schools or districts which serve youth whose needs and characteristics are similar to those of the target population of the program?

A. Were the steps in program planning documented?

B. Were the steps in program implementation documented?

C. Were the steps in program evaluation documented?

(continued)

D. Were the procedures used to select and train staff for the program documented?

E. Were the materials used to train program staff documented or reproduced?

F. Were the instructional or counseling materials used by students documented or reproduced?

X. A. Has a current status assessment been done of the functions performed by guidance and counseling personnel, indicating the priority given to each?

B. Do these priorities represent a realignment in guidance and counseling functions to provide practical career guidance services for the noncollege-bound?

1. Do counselors devote less time to disciplinary tasks?

2. Do counselors devote less time to clerical tasks such as schedule changes, grade lists, etc.?

3. Do counselors spend proportionately less time counseling the college-bound in regard to their career goals, and proportionately more time counseling the noncollege-bound in relation to their career goals?

4. Are guidance activities integrated into regular classroom activities?

5. Are group techniques utilized?

6. Are decision-making, problem-solving skills emphasized?

7. Does the counselor serve as a staff consultant on career development and student needs?

8. Does the counselor serve as a change agent to improve the student's environment?

Additional considerations used in the final program selection resulted in staff attempting to select programs that illustrated a variety of activities related to: (a) paraprofessional training and use; (b) the functions of guidance and counseling personnel and their relationship to noncollege-bound students (including such sub-groups of this population as women, ethnic minorities, and the poor); (c) the

operation and value of school placement services; and (d) the relative cost-benefits of using computers and other media, methods, and materials to provide career guidance information. Staff also tried to include programs that varied in terms of setting, geographic area, and the target group which is served. Finally, 13 programs were selected jointly by key AIR project staff and the USOE project monitor.

Directors of the selected programs were contacted by phone to determine if they were willing to have their program serve as a case study site. They were also asked if there were other individuals at the site or local administration offices who should be contacted and, if so, letters were sent to these individuals. In addition, the project monitor informed the appropriate chief state school officials of each program's selection.

Tentative visitation dates were established during the confirmation phone calls. These dates were later confirmed by letter to the program directors. AIR staff members selected as site visitors were then assigned, in pairs, to make the site visits. If the program was operating in more than one school, it was decided that the visit would concentrate on only one of them. The primary purpose of the visits was to interview various types of individuals who were associated with the programs. If the program had a placement component or strong community involvement, community representatives who were knowledgeable about or connected with the program were interviewed in addition to the program director and selected teachers, counselors, administrators, and students. The purposes of these interviews were:

(a) to expand and amplify data previously obtained only from reports.

(b) to verify any needed facts reported previously or any interpretations which the interviewer tentatively formed from review of reports and interviews.

(c) to give the interviewers, who also authored case studies on each program, opportunity to get first-hand data on each program, its community, school, and people.

(d) to give the people most closely allied with the program opportunities to offer unsolicited impressions and suggestions bearing on the program, its effects, and potential transportability.

Complete data necessary to write summaries or case studies of each selected program did not exist in the available documents and the information that was available did not permit comparisons across the 13 programs. Hence, a standardized data collection form, the Interview Guide, was developed for recording information before and during site visits to the selected programs. Approaches used in several

earlier HEW projects were used as models to develop the first draft of this record form. A director of one of the selected programs was consulted to gain his critical feedback on that draft. Revisions were made in light of his reactions.

This instrument was further revised according to the suggestions of the project monitor and the HEW Office of Management and Budget (OMB). OMB clearance of the form was then received. The final Interview Guide consisted of the following six parts, each bound separately:

Part A. Program Profile and Interview with Director: requires information from the program director on these topics: (a) program context, (b) target sample and population, (c) needs assessment, (d) program objectives and evaluation, (e) program staff, (f) program transportability, (g) observation of incidents, and (h) general reactions.

Part B. Students: requires information from students on these topics: (a) needs assessment, (b) program objectives and evaluation, (c) program transportability, and (d) general reactions.

Part C. Counselors: requires information from counselors on these topics: (a) observations of effective and ineffective incidents, (b) observations on program realignment, and (c) general reactions.

Part D. Teachers: requires information from teachers on these topics: (a) observations of effective and ineffective incidents and (b) general reactions.

Part E. School or District Administrator: requires information from a school or district administrator on his general reactions to the project.

Part F. Community Representative: requires information from a community representative on these topics: (a) observations of effective and ineffective incidents and (b) general reactions.

On each major section of each part of the Interview Guide, a page is provided for the interviewer to record questions and responses that are necessary to amplify or verify data collected prior to the site visit.

Teams which made site visits to the selected programs were trained prior to departing for the sites. Training of each team included the presentation of background information on the project, a careful detailing of the procedures to be followed at each site including instructions for randomly selecting respondents to be interviewed, extensive review of the interview forms, and information on what materials to take and how to make travel arrangements.

Another program close to AIR offices was designated as the pilot test site. All site visit procedures were followed at this site and based on the pilot test a number of minor modifications were made.

Prior to visiting its programs, each site visit team used available documents to complete as many as possible of the first 11 questions of the Program Director's Interview Guides. The partially completed guides were then mailed to Program Directors for their review, correction, and completion prior to the teams' arrival. Interviewers secured the guides from the directors upon arrival in order to determine if additional questions needed to be asked. If so, these were recorded in the spaces provided on the appropriate interview guides. Procedures and schedules followed at each site are summarized below:

(a) Afternoon and evening of arrival

i. Obtained partially completed interview guides which were mailed in advance to the program directors.

ii. Obtained lists of students, teachers, counselors, and community representatives.

iii. Randomly selected 15 students, 3 involved teachers, 3 uninvolved teachers, 2 involved counselors, 2 uninvolved counselors, 9 community representatives (if the program was a placement program or had strong community involvement).

iv. Reviewed the program director's comments and additions on the interview form and identified additional questions which needed to be asked.

(b) First day

i. One team member completed the Program Director Interview Guide.

ii. Other team member scheduled all interviews for the second and third days:

- 5 students; 5 of the selected students served as backups
- 3 involved teachers and counselors; 1 teacher as backup
- 3 teachers and counselors not directly involved with the program; 1 teacher as backup
- 1 school or district administrator
- 9 community representatives; 4 as backup.

iii. Began interviews with students.

iv. Began interviews with community representatives.

(c) Second day

i. Conducted interviews with counselors, administrator, students, teachers, and community representatives.

ii. Completed Program Director Interview Guide.

(d) Third day

i. Completed interviewing.

ii. Debriefed project director.

iii. Departed in the late afternoon or evening.

At some sites, minor modifications in these procedures were necessary. For example, some programs did not have teachers directly involved and at those settings only teachers indirectly involved with the programs were interviewed.

Following each site visit, team members drafted a case study on that program according to the outline on the following page. A detailed description of the type of content to be included in each section was also developed to aid the authors. Each case study draft underwent an extensive review, revision, and editing procedure.

(a) The member of the site visit team who did not write the draft reviewed it.

(b) The project director with the assistance of certain staff members did initial content editing of preliminary drafts.

(c) Two members of the Panel of Consultants reviewed each case study in depth and also made general suggestions for improving all 13 case studies.

(d) The director at each site reviewed the case study describing his program. Directors made specific changes and suggestions in the margins of the draft and summarized their comments on a form containing the following five points:

i. Does the case study present aspects of the program <u>accurately</u>? (Suggestions?)

ii. Does the case study present <u>all</u> relevant aspects of the program? (Suggestions?)

iii. Are the unique and strong points of the program highlighted? (Suggestions?)

iv. Is information necessary for replication of the program presented? (Suggestions?)

v. General comments and reactions.

CASE STUDY FORMAT OUTLINE

I. Introduction

- A. Client's quote
- B. Typical day of client
- C. Abstract of the project

II. Origins of the Project

- A. Needs leading to project
- B. Key personnel
- C. Source and evolution of ideas
- D. Funding

III. Project Development

- A. Management and organization
- B. Major changes
- C. Nature of the evolution

IV. Current Status of the Project

- A. Clients
- B. Goals and objectives
- C. Personnel
- D. Facilities, materials, support
- E. Methodology
- F. Special factors
- G. Broad impact
- H. Evaluation

V. Future of the Project

- A. Plans for major changes
- B. Integration with regular programs
- C. Critical decisions

VI. Conclusions

- A. Effectiveness
- B. Recommendations

VII. Transportability

- A. Assessment of transportability
- B. Program outline

(e) Changes resulting from items (a), (b), (c), and (d) above were incorporated in the drafts, which were then sent to a professional editor.

(f) The project monitor reviewed the final drafts and made suggestions which were incorporated before the documents were printed.

3. To achieve the third and final purpose listed at the beginning of this appendix, project staff integrated the literature review and case studies with AIR research and development on projects completed before the study reported here. Senior staff and two project consultants summarized the products of the current project; formulated a rationale for a planning-evaluation model both for program personnel in the field of career guidance, counseling, and placement and for youths in the process of conducting their own career planning and development; and illustrated this model by relevant aspects of the 13 case studies as well as pertinent parts of other programs which seemed exemplary but were not included in the current project. Case study teams assisted in the identification of program illustrations for the model.

   The first draft of the document resulting from these activities received extensive in-house review by project staff. Following its revision, it was submitted to the project monitor and representatives she identified at USOE and the National Institute of Education. As a result, additional revisions were made as were ones suggested by the same professional editor who reworked all other documents of this project.

c. Project Products

1. The following two products resulted from project staff's attempts to accomplish the first purpose listed on the first page of this appendix:

   (a) A seven-chapter literature review entitled Practical Career Guidance, Counseling, and Placement for the Noncollege-Bound Student: A Review of the Literature focusing on these topics:

   - Realignment of Practical Career Guidance and Counseling Since 1968
   - Career Needs of Special Student Groups
   - School Placement Services and the Community
   - Computerized and Alternative Approaches to Providing Career Information
   - Education and Training of Counselors
   - Paraprofessionals and Practical Career Guidance Services
   - Alignment of Guidance and Counseling with the Career Needs of Noncollege-Bound Students

(b) An 11-page Executive Summary outlining the context, methods, findings, and recommendations of this literature review as well as concepts and systems resulting from it.

2. Activities directed toward achieving the second purpose of this project produced 13 separate case studies on the following programs:

(a) Baltimore Placement and Follow-up Program
Baltimore City Public School
Baltimore, Maryland

(b) Career Development Center
Troy High School
Fullerton, California

(c) Career and Educational Planning Program
Pioneer Senior High School
San Jose, California

(d) Career Guidance Program
Hood River Valley High School
Hood River, Oregon

(e) Computerized Vocational Information System
Willowbrook High School
Villa Park, Illinois

(f) Coordinated Vocational and Academic Education
North Gwinnett High School
Suwanee, Georgia

(g) Developmental Career Guidance Project
Detroit Public Schools
Detroit, Michigan

(h) Employability Development Team
Cleveland Public Schools
Cleveland, Ohio

(i) Job Development Program
Cleveland Public Schools
Cleveland, Ohio

(j) Kimberly Guidance Program
Kimberly High School
Kimberly, Idaho

(k) Lenawee Vocational-Technical Center and Placement Program
Adrian, Michigan

(l) Occupational Learning Center
Syracuse City School District
Syracuse, New York

(m) Youth Career Action Program
San Jose Unified School District
San Jose, California

3. Procedures related to the third purpose of this project produced the final report represented by this document's three chapters and this appendix. The main part of this report is summarized by a separate document entitled Planning, Structuring, and Evaluating Practical Career Guidance for Integration by Noncollege-Bound Youths: Executive Summary.